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School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

IN THIS ISSUE:

★ So You Want to be a High School Principal! — *Linder*

★ Achieving the Objectives of
High School English — *Bell*

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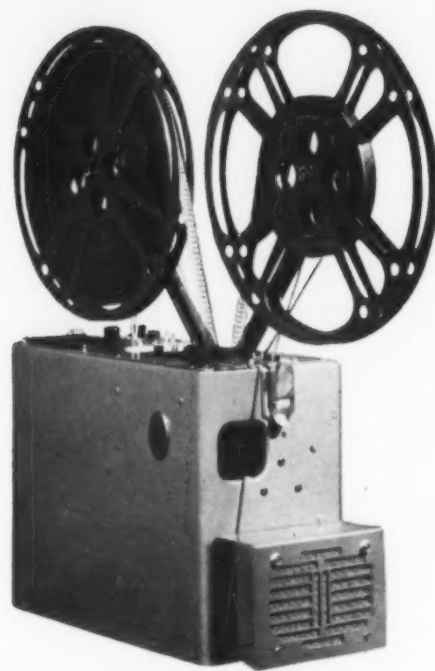
VOLUME 115, NUMBER 3

SEPTEMBER, 1947



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THE AMERICAN School Board Journal

A Periodical of School Administration

Published on the first day of the month by

THE BRUCE PUBLISHING COMPANY

540 No. Milwaukee Street, Milwaukee 1, Wis.

CENTRAL OFFICE: 105 SOUTH LA SALLE STREET, CHICAGO 3, ILL.

EASTERN OFFICE: 330 WEST 42ND STREET, NEW YORK 18, N. Y.



Leadership in the Educational Program

The school year of 1947-48, involving critical problems in the educational program, in increasing enrollments, and in school-housing facilities, presents a challenge to professional leadership for administrative action in meeting the new responsibilities and opportunities of service. In the year ahead the essential educational requirements and essential educational services are the directives for leadership in the educational program.

Changes and extensions in the program of education for peacetime school operations have been completed in many school systems and have, in fact, been inaugurated with the opening of schools in September. The redirection of the program of education in relation to community needs, community service, ability to finance, changes in the curriculum, its content and organization, the extension of adult education, veterans' education and training, are all involved in 1947-48 school administration. The big problem confronting professional leadership is the smooth functioning of the educational program in spite of the inadequacies of instructional personnel and school-housing facilities due to the increase in enrollments and in the educational offerings.

And the big job of professional leadership is the co-ordination of the interests and efforts of the community, the school board, the supervisory and teaching personnel, and noninstructional forces in the support of this educational program.

The AMERICAN SCHOOL BOARD JOURNAL offers a professional service in school administration. Covering every phase of school operations — administration, finance, education, legislation, public relations, research, school planning, construction, equipment — it is the outstanding source of information and guidance in directing the united action of school administrative authorities — boards of education, superintendents of schools, business managers, schoolhouse architects — in the solution of these present-day school administrative problems.

— JOHN J. KRILL

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SEPTEMBER, 1947

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SUBSCRIPTIONS. — In the United States and Possessions, \$3.00 per year. In Canada and countries of the Pan American Union, \$3.00. In Foreign Countries, \$3.50. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents.

DISCONTINUANCE. — Notice of discontinuance of subscription must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notices of changes of address should invariably include the old as well as the new address. Complaints of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the "Education Index."



**THE MARK OF SUPERIORITY
IN MODERN BUSINESS MACHINES**

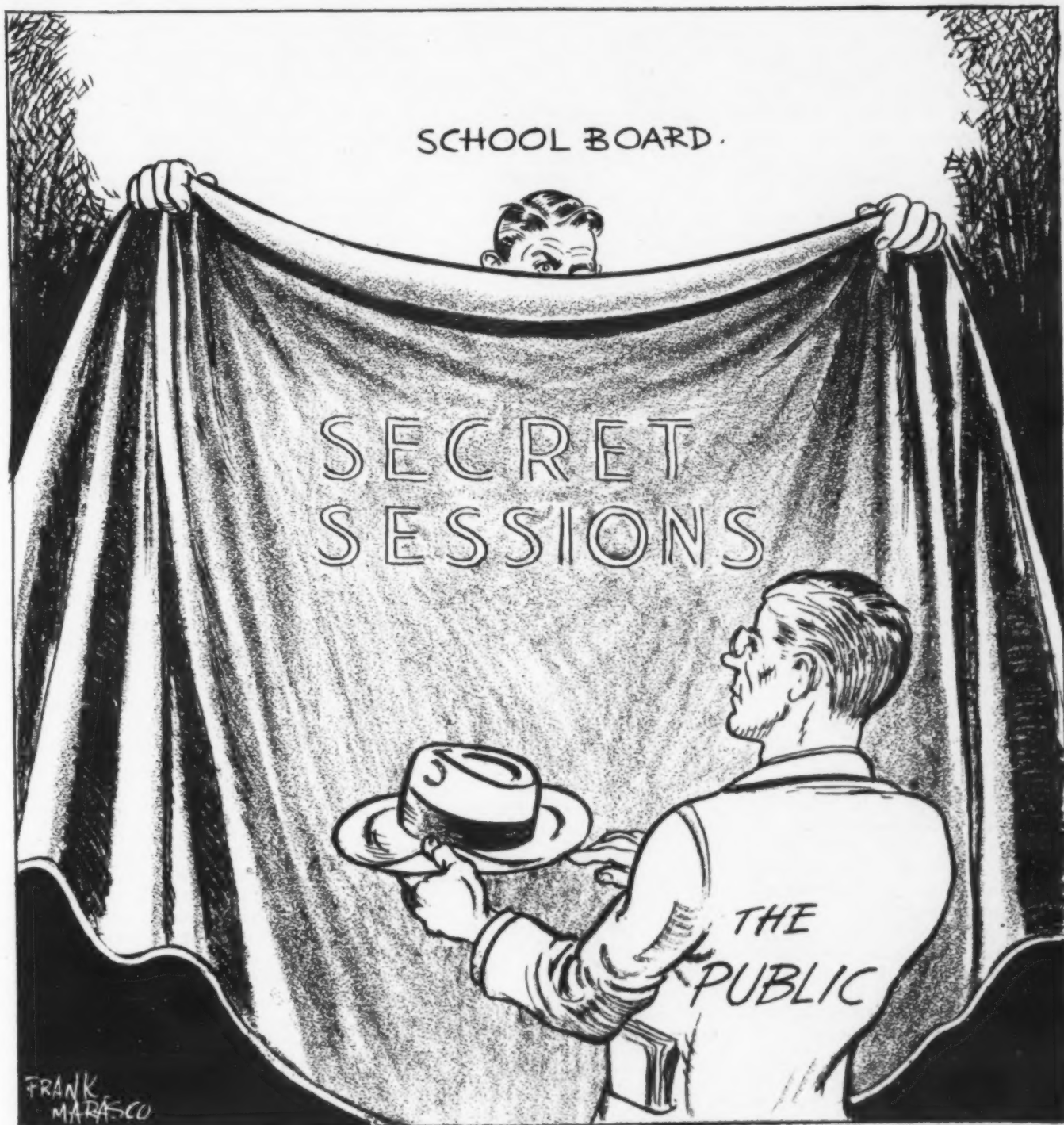


THE AMERICAN School Board Journal

Volume 115, No. 3

SEPTEMBER, 1947

Subscription, \$3.00 the Year



CURTAINS BREED SUSPICION

“What Is YOUR Score?”

By a Mother

The recent tension between boards of education and teachers is most unfortunate. Here is perhaps the most important employer-employee relationship in the country today . . . for no one can deny that it will be the lasting effect of education that will determine the thinking of years to come. A leading industrialist recently stated that he believed labor troubles would *decrease* as education *increased*. Education in a school system where controversy exists will certainly not do much to guide the thinking of future Americans into a clear understanding of a harmonious employer-employee relationship. Teachers who are discontented, insecure, poorly paid, and unhappy cannot do their best work. No one is saying that teachers are perfect . . . no one is perfect, but there's always hope for you if your imperfections are admitted. As a board member, what is *your* score?

No Substitute for Co-operation

Why did you decide to become a board member? Was it because you were sincerely and unselfishly interested in a worth-while educational program in your community, with equal opportunities for all? . . . Or did you have an ax to grind because some teacher, in your opinion, wasn't quite fair to your child (or even to you, when you were in school)? . . . Or perhaps you did not like the actions of the present board members in awarding contracts to your business rivals? . . . Or have you felt that the schools weren't being administered correctly? If your ideas are constructive, splendid — but if they are only destructive, you won't be of much help in correcting the situation. Surely you didn't want to become a board member so you could “boss” someone . . . there is no substitute for *co-operation* in education, and a vindictive “boss” does not inspire co-operation.

Do you believe everything you hear, or do you admit that “they say” is the biggest liar in the world? When someone criticizes a teacher, do you agree and add a few complaints of your own? . . . Or do you tactfully uphold your employee, and then quietly have the matter investigated by your superintendent? He should, after all, be best qualified to get all the facts, and then judge the “right” and “wrong” of the situation. Do you allow your children to criticize their teachers, and carry tales to you about the teachers, and back to school from you? Can your son or daughter say to a crowd of friends, “My father will see that *he* isn't re-elected” or “*She* won't get any raise next year.” Remember, the *he* or *she* in question is *trying* to teach your son or daughter, and remarks like these will help no one.

The Troublesome Problem of Teachers' Salaries

When the question of salaries arises, are you big enough to face it on an impersonal basis, even ignoring the fact that sometimes the teachers are earning more than you are? Remember the years of training and experience that have gone into their careers. In a town where the vote may be overwhelmingly in favor of increasing the salaries of the police force to a level above that of teachers, do you use as an argument against higher salaries for teachers the fact that the town can't afford it? How can you compare a policeman with a teacher, educationally or otherwise? Do you quibble over the ability of Miss Jones to buy a fur coat? Does the fact that Principal Smith has a newer or bigger car than yours annoy you when a raise for him is recommended? Does your own employer question what you do with *your* salary?

Are you one of those individuals who feel that teachers don't work very hard, have hours nine to three, five days a week, with all summer for a vacation, and lengthy vacations during the school year? If you are, change places with them for a year and find out that you are expected at school long before the session begins, that when the closing bell rings it may mean only the beginning of an afterschool assignment, an extracurricular activity, or merely several hours of work with students or papers, or such things. Even when a teacher leaves school for the day, her work is not done. There are papers to correct, lesson plans to do, quizzes, examinations, marks, and statistics to prepare . . . not to mention meetings, courses, etc. A teacher rarely gets away from education, even in supposedly free hours. Summers are often spent at universities taking courses to enable them to do better work as teachers . . . or in work of a remunerative nature to supplement an inadequate salary received for teaching.



Education vs. Publicity

Are you “educationally” minded or “publicity” minded? Do so-called public relations, based on a big show for the public, mean more to you than the best efforts of teachers exerted on the greatest number of students? Is a winning team, a highly trained few, of more importance to you than a program of physical education and play in which hundreds can participate?

Do you hire a superintendent who is thoroughly experienced and trained in his field, and then let him run the schools along the policies you establish . . . or do you hire a “yes” man who will sit back and let you do his job for him? Do you promote respect for your superintendent . . . or do you allow your teachers and citizens to come directly to you with their problems, rather than taking them up with him? Your job is to establish the policies . . . his job is to carry out your policies to the best of his ability, without your interference in petty squabbles.

Are You Approachable?

Do your teachers find it pleasant to talk with you (and members of your family) or are you (or members of your family) sarcastic or rude? Do you instinctively resent teachers, and put them in a class by themselves? Do you gracefully accept the fact that teachers are well educated, normal human beings, to be respected for their profession? All teachers aren't perfect, to be sure, but their degree of imperfection should be judged by an expert in the field of education rather than the layman.

By the same token, all board members aren't imperfect, and being a board member is a service for which one receives little, if any, thanks. We desperately need public-minded citizens who will serve as board members, without remuneration, often accepting undue criticism, their only reward in the satisfaction of knowing they are doing something to help the education of the future citizens. Individually, board members may be quite tolerant about most things, but if a majority of the members on a board, each with one of the faults mentioned above, one can see what will happen to harmony and co-operation in the employer-employee relationship. Even two or three prejudiced members can keep a larger board from most effective action. It is wise to remember that “real intelligence is like a river; the deeper it is, the less noise it makes.” The current may be swift or slow, but if there are no rocks or rapids, the river will be navigable and education can have smooth sailing to a brighter and better future.

So You Want to be a High School Principal! *Ivan H. Linder¹*

I
Every high school principal has had moments when, like the late Calvin Coolidge, he instinctively shied from and distrusted a title because it might emphasize his inadequacy for the job; the handle might get bigger than the name and people would laugh. Whoever attached the title of principal to the chief officer of the school building did the position a disservice similar to parents who give their children strange names. The child at least may live down the name whereas the principal is often hard pressed to live up to his title. I suppose the former title of headmaster was dropped because it embraced two exaggerations, whereas that of principal covered but one and didn't specify that one too definitely.

Principal! Principal what? Any layman will concede the need for teachers, and most of them can see that schools must have engineers and custodians; but even though the oil can and mop rag are also symbolic of the work of the principal, many people are unconvinced of his importance. He must be prepared, always, to face the question, "Just what does a principal do?" Nor should he expect doubting persons to be impressed with an invitation to follow him on his round of duties for just one day. The questioner may think he would dislike to follow the orbits of a housefly, but that doesn't say anything important about the significance of the fly. A freshman girl after her first week of school was discussing her teachers with her mother, with that initial enthusiasm which unhappily doesn't always last in high school. To the mother's question, "Just what does the principal do?" the girl's answer was all too typical of the way the average principal must impress others. "Why, mother, I don't know. All I ever see him do is stand around and look worried."

Recently a young man who had been in one of my university classes came to interview me on the work of the high school principal. He was a very serious young man, a quality so consistently associated with this position as to be almost universally accepted as its first qualification, and he wanted to be a high school principal. I smothered the impulse to use Fred Allen's crack, "So you want to grow up, be a success, and have ulcers?" and asked him why he wanted to be a principal instead of a teacher.

"Well, you see," he answered, "I want to be of larger service; besides, I don't like teaching."

¹Principal of the Palo Alto Senior High School, Palo Alto, Calif.

"Don't you realize that teaching is of more importance than the work of the administrator?" I confess that I enjoyed the startled expression on his face. It is mean to shatter the visions of the young, but the ability to survive some shattering is in itself a necessary qualification for a school administrator. "Being a successful high school principal without liking teaching is about as possible as developing into a musician when the sound of music produces a throbbing headache; or becoming a good cook when the odors of a kitchen arouse a squeamish feeling. No, the work of the teacher is far more important than that of the principal unless the administrator can take a teaching attitude toward his work with pupils and teachers."

This last thought seemed to afford the young man some comfort. I could imagine his thinking of himself as a teacher of teachers, which was hardly the point I had in mind—it being a bit too presumptive. I had wanted to emphasize that unless a teacher is half learner he isn't likely to be or to become an effective teacher and becoming a teacher in this sense of the term is a first qualification for a successful high school principal. If the title of principal is to mean anything beyond a mere handle which remains bigger than the person, it ought to mean principal teacher.

The impulse to give advice is tempting enough when somebody is forced to listen, but when one is asked for it, the invitation is irresistible. In the sense of telling it, giving advice is harmless enough; recording it is fraught with real risks. There is something about the printed word which constantly loses the flavor and sincerity of good talk. The record appears later to haunt the writer as stuffy and as over-clothed as an Eskimo baby or, perhaps, as bright and thin, or, even, naked. How can one keep mere advice from appearing heavy like the prescription for a smart saint, or thin like a schoolman's edition of *How to Win Friends Among Affluent People*, or *How to Get Further on Less*? What the young man wanted was a formula for becoming a successful high school principal. Serious beginners nearly always do. I couldn't tell him that there was no formula; not because there weren't enough factors involved to make a four-story fraction with three unknowns look as simple as a bride's recipe for biscuits, but because nobody had ever succeeded in bringing those factors together while living with them.

Perhaps he was thinking of an equation; looking for some means of aligning all of the forces in modern life that play on the

schools and hence revolve about the principal, and of balancing these forces against the crosscurrents of influences within the school itself. Here I should have told him that as long as he remained a principal, he was likely to find himself working now with one of these sets of factors and again with another set; never getting around to balancing them. Though he will never quite succeed, he will never give up trying.

II

MY YOUNG FRIEND startled me with the direct question, "What are the most important personal qualities of a high school principal?" I swallowed the urge to say that the principal could use a few personal qualities, some days, quite a few, and I hedged, "There is a great difference of opinion on that question." This is always a safe reply while one is making up his mind, and it has as many advantages for avoiding controversy as a remark about the weather. I was thinking, "Young man, don't begin with an inventory of your personal qualities and set out to develop a long list of them. They will get in your way. You'll come to take yourself, instead of your job, seriously. Don't make of your school a hall of tilted mirrors, where everywhere you look you see yourself from different angles. Making up a personal qualities check list may be a harmless form of indulgence at New Year's time, particularly compared with some forms of observance, but it too has its hang-over. Nobody ever seems to adequately appreciate the fact that nature has so arranged it that New Year's resolutions wither in January and die in February. By March you're practically as normal as ever. And being normal a good share of the time can be a big help to a school principal." All this unspoken soliloquy didn't affect the conference, except, perhaps, to slow it down and, at that, whoever heard of a fast conference?

I came back to the point, if that isn't too sharp an expression for my so general a reply, by telling him that there were two qualities a principal could safely cultivate—*sincerity and intelligence*. If one is a bit short of either of these two, he may supplement it somewhat with a generous portion of the other, but he cannot substitute. Here is one place where the public will have nothing to do with a cheaper product which, at best, deceives but few and these not for long. Neither intelligence nor sincerity is much of a virtue by itself; the two, together, constitute the working capital of a leader in any enterprise.

The kind of intelligence referred to here bears little relation to the I.Q., which is

disclosed by a paper test. The complicated directions are printed at the top and one or more examples are solved. Then follows an array of miscellaneous information to which the one being tested is to react in a set time. The test is scored by fixed answers. Now the high school principal takes an intelligence test each day but it is different. His directions are unprinted and he is likely to spend as much time finding as following them. His test deals with miscellaneous information, too, but his problem is to keep from getting lost in the wilderness of information grown up about the school. His test is also timed, in the sense that there is never enough of time. As for the scoring, everybody has a different set of answers which means there are no simple ones. No, the I.Q. test will not do. The principal cannot depend for distinction on an I.Q.; too many people around a school have them.

The principal's intelligence is being measured in his hour to hour contact with the teachers and the pupils and the public. It is of the operative type. It helps him to decide when he is dealing with the mere machinery of the school, which is complicated and continually getting out of gear, and when he is determining the conditions which make possible the constructive work of teaching. Such operative intelligence as he possesses comes to his aid when he is faced with many-sided questions which must be answered, as well as when he is confronted with issues which have no bottom and yet have to be lived with. Such intelligence whispers in his ear the distinction between the possible and the probable; it rises to a protesting tone when he is forever driving and never leading; and it shouts when he catches himself in acts which show that he is getting smart to a job instead of wise to a service.

III

WHILE FEW SCHOOL LEADERS are insincere, sincerity in the schoolman may take a number of strange forms. He may be given to long periods of planning; writing out in detail plans which he finds later mock him and drive him to make more plans; plans for using the plans. Or he may run from one small detail to another small detail; light a new conference on the smoking embers of the last. He is forever busy but he becomes a man of motion; not a man of action. In both of these cases there is no room for others. Schoolwork seems to present the almost irresistible temptation to survey broad fields at the expense of cultivating small ones on which progress depends or the school leader deals exclusively with the small ones with a sense of direction only implied.

One manner in which the schoolman may reveal that he is not close enough to his associates to work well with them is the vocabulary he uses on teachers and public. The principal should beware of using high-sounding words which, however much they

mean to him, disguise rather than disclose what he is talking about. Even those whom this will impress, are scarcely worth the effort and certainly not worth the effect of encouraging one to go on imitating a side of his nature that will surely cut him off from others. Carried to its natural limits, this will result in the principal conversing without communicating with his associates. Such a vocabulary may be pardonable in a person who talks only to exclusive groups who are for the time protected from the ache of the actual. The poet may have been right that steel bars do not a prison make, but an incomprehensible vocabulary can isolate the schoolman from unfettered conversation with those whom he needs worse than they do him. Short sentences and good old definite English words, when strung along with sincerity and used with intelligence can provide no mean conversational fare for anyone not experting with experts. If the principal can reflect in such terms as integration of personality or climate of opinion, these may be only a distraction to learning to think with others, but, if he parades such expressions, their isolating effect will rival what friends won't tell him.

When the principal finds himself studying his talk with words like reality and specific, he should remember that maybe he is only revealing that he is searching for the real and the specific, or engaged in something like an attempt to pin a cloud on a clothesline. And if he laces these expressions together with the equivalents of the adolescent girl's, *I mean*, people will conclude that he only wants to mean something; he is trying to make up his own mind. Many a schoolman has lost his listener while using the overworked figure, "bring into focus," in talk that blurred like a badly run movie.

Words are the coins of conversation and as such have two sides. One represents what they mean to the person, himself, to hold and to treasure out of circulation; the other side, what they reveal to the listener. They carry meaning which is returned in the meeting of minds or they have the effect of throwing dust in the eyes of others. How may he expect to converse with people in all stations of life unless most of his expressions are the common carriers of meaning. Oh, there will always be a few who will be impressed by unusual sounds; a few like Mrs. Winthrop in "Silas Marner," who went to listen to the minister because she loved to hear him use that "blessed word, Mesopotamia." It all comes back to what the principal is trying to do. He should not ask the listener to take five cents worth of meaning out of a twenty-dollar expression unless he is overproud of having the twenty. Rather, let him keep a lot of change, small change, so the transactions may go on with dispatch.

There is a type of schoolman who defeats himself by his very sincerity; he depends too much upon his own resources. He does not listen to others unless they reflect his

own viewpoint like the aged deaf who hear only what they are thinking of at the moment. Too many executives cannot or do not listen to others. They merely wait out their turn in a conference until an opening occurs, or until they can force one; at this point their talk goes off in all directions like water from a leaky garden hose. To such an executive the stimulus to talk comes from inside; I almost said from way inside but let us keep this modulated to truth and reality. When not talking, this type of executive looks at his conversational partner with eyes as empty as the windows of an office building at night. His victim surrenders, or has snatched from him, the thread of talk and he never regains it. He finds himself being bowed out of the office with assurances that his viewpoint, which he has no opportunity to voice, was much appreciated. Disappointed, he goes away believing the executive to be dumb or hopelessly distracted and being, for the moment, in a generous frame of mind he probably gives him credit for being both. So the principal should learn to listen and listen to learn. He should look at the person to whom he is talking but he need not stare. He shouldn't make the conversation partner wonder if he has left traces of the breakfast egg on his chin or in the case of a lady, if her lipstick may have smeared into a Hollywood wound.

The person who would become a successful high school principal should be both intelligent and sincere, within the limits which nature has set for him, and these limits are usually wide. To be intelligent, he must first recognize that these are the days of alternating leadership; the time of all-inclusive leadership is gone. In modern life, one is a follower three times to where he is a leader in one situation. Within the school this disparity is even greater. Our greatest leaders are the first to recognize that in a sense they go forward on borrowed capital. In what institution is this conception of leadership more needed than in a high school where even the adolescents are being tried for size, and the teachers paid for what they can do best? For the principal intelligent in this respect, it is necessary to be alert and observing and to get close enough to the people with whom he works to correct any fatal tendency to become subjective as he does when he "takes matters up with himself," too continually. His intelligence will be measured by his comprehension of this borrowed capital just as his sincerity will be tested by the use he makes of it. The school does not exist for the principal's success; he exists for the success of the school. His intelligence and sincerity are separate lines, which projected, meet somewhere in what the poet refers to as a personal star, to be gazed at in solitude, preferably at night.

IV

THE ASSERTION that the high school principalship is a position of growing impor-

tance throughout the United States, is not one from which the alert principal can draw any full measure of comfort. In many respects, the high school is the least satisfactory part of our great public school system. High schools have developed so fast, that, like the adolescents they house, they are thin from growth. Moreover, this growth has not stemmed from the school's achievements, which have been considerable, but from its promises, which have become increasingly brilliant and alluring. While attempting more than it can do well, it has somehow sold its promises in advance of its achievements.

It is a fact, one which turns the hair of a principal or causes it to leave without turning, that the high school as an institution has been expected to cling tenaciously to all its traditions while it has been pressured into attempting to serve increasingly wider social purposes. While serving as a ladder to individual success, whether by way of the college or direct employment, the school is expected to so refashion its courses and manage its operations that the students catch the meaning of our democracy and the conviction of the value of our institutions. Along with its former preoccupation with compact information in the various fields, easily within the reasonable grasp of the serious student, the school is now asked to deal with an accumulation of information which should force a sharp distinction between the resources of the specialist and the education which it is desirable and necessary that all American adults should have. From providing an opportunity for each pupil to go as far as his abilities and inclinations may take him the school is asked to lift the average attainment of all students brought within its doors by compulsory attendance.

Since all of the youth of the community attend its high school, no one with the patience to observe or the insight to interpret should be surprised that every problem which faces and perplexes the citizens in the community has its small counterpart in that high school. Nor should the principal be too much cast down by the little problems reflected in the school as small replicas of the larger and more widely scattered problems of the community and the nation. This very characteristic of the high school is what makes it our most significant institution. Here, in the halls and the classrooms, on the grounds and the athletic fields, tomorrow is being rehearsed, today. Our youth are growing as the future is unfolding. The high school borrows its promise from the social order it is designed to serve. It is not neat and tidy, because the very door that lets in the best admits the least promising aspects of our social life. It not only admits all of the tendencies of modern life along with all its youth, but because so many youth exaggerate what they do not ignore, the bleak and pessimistic adults, who are forever believing the young are "going to the dogs," need only glance at the high school to be sure of it.

The principal is caught between these tremendous pressures on the school. The older people look to the high school for certainty and serenity while the youth look to it for sensation and suspense. The principal can neither ignore nor give way to either demand. He can tell the older people that the children who at times seem so untamed and irresponsible are learning to live together, although in so doing he feels like a doctor caught giving warm soda for pneumonia. When student leaders come to his office to complain that the school is getting dead — lacks school spirit is the usual expression — he could remind them that school isn't a roller coaster ride packed with thrills and breath-taking turns. But he frequently chooses to compromise, telling them they may plan a little fun if they will meet conditions which, too, often, take most of their conception of fun out of the plan.

How much would the high school change if the children stayed at home, or at least did not come to school and the parents took their places as students? Would some adults go to school like they were going to a fire because the crowd was moving in that direction and it promised excitement? Would the parents like all their courses or only some of them? A few might blame their teachers because they didn't get good grades. Some would look for final answers and be disappointed to learn that there are no simple ones. Would they co-operate or would many of them simply try to make a place for themselves? Some of them would be restive at starting way back in the rich traditions as a preparation for the present. Would a few of them merely want to be up-to-date — take on the "look of the month"? Some, failing to be brilliant in the classroom, would nevertheless be moved toward the conviction that the good life is a circle of truth and beauty which one may start to work on at any point. What we in America consider education, whether for young or old, is that the person find his segment and develop it; lose himself in it, with the hope that he will finally come to see that what he has in common with other people is the ultimate measure of what he possesses for himself. Do you object that the youth are so young? Underneath their sophistication, they are seeking what adults, too, are looking for and they are even more in a hurry. I am afraid if the parents came to school, the principal and his faculty would still have their problems; it is true they would be bigger.

The high school, because it occupies that peculiar peninsula between the child and the adult worlds, will apparently always be the center of sharp contrasts. In the same classroom are youth well on their way to mature and responsible conduct along with others whose behavior is still childish. Some come from homes where parents insist on prolonging the custody of childhood while others leave homes where all control has been prematurely withdrawn. The contrast reaches out into the courses themselves;

here traditional and modern courses exist in adjoining classrooms like neighbors without a common language. Throughout the plant there is the contrast between machinery and purpose. Big purposes lie dormant like sleeping giants difficult to arouse but powerful; and there are numerous small purposes, with the nervous voices of bells and bulletins, which disturb their powerful neighbors.

The principal should acknowledge that the high school can never become anything but the corridor to competence, and he should try to keep it from becoming a too crowded and hurried corridor. The temptation is constant for the school to take on new tasks while retaining a weakening hold on its traditions. This results in a futile piling up of the stimulus to learning at the expense of providing the conditions where teachers can deal in an intimate manner with the responses of youth. And yet a person learns only the reactions he makes, nothing more; youth even more than adults become what they do. And their reactions are not the most serious business of the school unless they are directed and guided as well as aroused and stimulated. There are plenty of unofficial agencies engaged in dramatizing the promise of life to youth at the expense of emphasizing the conditions of achievement. The latter is the chief obligation of the principal and no amount of smoothness of performance in the operation of his school will excuse him from a failure of emphasis here.

V

WHAT ABOUT THE YOUNG MAN who wants to become a high school principal? Should he be encouraged or advised to seek happiness in a service where he is more likely to find it? The answer is as personal as his toothbrush. It all depends on whether, in addition to wearing a title which may easily remain bigger than his service, he can in fact be a principal teacher with emphasis on remaining half learner.

First of all, he should learn that because no institution is as simple as it appears to most people, he will be confronted forever with the fact that it is easier for the public to be critical than correct. He must learn to meet criticism, not with feeling, but with information, often very simple and obvious information.

He will listen to the person who criticizes his whole school from the sharp angle of the welfare of a particular child, at the same time remembering his obligation to all children. He will indulge the hope of persons who view the school from a sweeping concern for all youth, without becoming sentimental. He will learn from specialists without himself specializing. He will absorb much from his board members who often have a sharpened sense of what is possible in an institution; if he is wise, he will even learn from their insistence that he keep a taillight on his imagination so

(Concluded on page 92)

Extended Educational Programs in a War Housing Area *Carrie M. Scott¹*

The need for constructing a year round continuative school program, or a summer vacation program to amplify the traditional nine months' session, is recognized. Educators and school boards are concerned about the losses incurred by the summer lay off of teachers, the unused school facilities, and the lack of organized activities for promoting the growth of children during the summer vacation months.

The purpose of the writer is to describe the extended educational programs carried on in the Planeview Schools near Wichita, Kans., during the war years and the summer following.

Planeview is a war housing area erected by the Federal Public Housing Authority to furnish homes for families of employees in airplane factories and defense plants. The population grew to about 18,000 in the course of two years.

The schools were established and financed under the provisions of the Lanham Act. The educational system functioned during the regular school year and throughout the summer. Four elementary schools and a combined junior and senior high school were operated during the regular school year. The facilities of the high school building and three elementary schools were used during the summer. The activities were managed under the guidance of three executives: the superintendent of schools, the assistant superintendent, and the director of curriculum and guidance. Their responsibilities were to form the policies, to plan co-operatively the over-all activities, to supervise the functioning of

¹Planeview Schools, Wichita, Kans.

the planned activities in their respective fields, and to develop new practices to meet changing needs and conditions.

The regular academic program was followed from the beginning of the school year in September until the first of June, with added physical education activities after school hours. The teachers of physical education and other interested teachers supervised the after-school programs. One of the features was interschool ball games.

The high school students came to the gymnasium one evening of each week to dance and to play games. Refreshments could be purchased. Later, a youth club was organized and was opened two nights of each week, offering the activities of the former play nights. The students bought membership tickets to entitle them to the privileges offered and to defray expenses.

A workshop for teachers was held during the week prior to the beginning of the regular fall term. Teachers' contracts were made out to include the days spent in the workshop, and the salaries began with its opening.

The First Summer Program

The first summer program was initiated in 1944. Academic and physical education programs were provided. Individuals were offered special opportunities in music and in speech. A curriculum laboratory functioned throughout the summer.

The academic program lasted for seven weeks, beginning on June 19 and ending on August 4. The purpose of the classes in the elementary school was strictly remedial. This type of program was felt to be highly

essential because many of the pupils had become deficient in school skills by changing schools and by absences due to epidemics of childhood diseases. The very rapid influx of pupils necessitated a great deal of shifting. Some pupils had been in three or four classrooms during the previous year. These causes, together with the overcrowded conditions of many of the classrooms and the making of social adjustments arising from the new living conditions contributed to confusion and to loss in scholastic achievement.

The children who entered the elementary school for the summer session were recommended by their teachers as being deficient chiefly in reading. They came for half day sessions, either in the mornings or afternoons, for remedial work in reading, arithmetic, and other subjects. Kindergartens were in session for the children whose chronological ages were such that they would be eligible to enter the first grade in September.

High school pupils took academic subjects for credit or noncredit as follows: Mathematics, cooking and sewing, U. S. constitution, dramatics and English, journalism, typewriting, chemistry and biology, mechanical drawing, and woodwork. Each class carried one-half unit of credit and met daily for a two-hour period.

During the summer session 223 pupils were enrolled in eight kindergartens, 432 pupils were enrolled in the elementary grades, and 288 pupils attended high school classes. Approximately 30 per cent of the elementary school pupils and 6 per cent of the high school students were represented.



The jungle gym attracted so many children that limits had to be placed on the number of climbers.



The skillful storyteller held children especially on warm days.



The arts and crafts provided varied experiences.

The extended program provided opportunities to participate in creative, cultural, and physical education activities for children of school age.

Arts and crafts classes were conducted in each school, and children could enroll and carry out projects without cost. There was a story telling hour each week in each elementary school.

Opportunities were offered for private lessons in voice, piano, and band and orchestral instruments at the expense of the pupil. A piano in each building and some instruments were available for practice without cost.

The high school band and orchestra were continued in the summer. On one evening of each week an all-project entertainment was held in the high school auditorium. Entertainment was provided in the form of one-act plays, concerts, and programs furnished by talent from the elementary schools. An exhibit of arts and crafts projects was a part of the final program.

Free speech correction was provided for 13 selected children by a faculty member from the Institute of Logopedics, Wichita.

The physical education program began on June 5 and ended on September 1. The hours were from 9:00 a.m. to 12:00 p.m., 1:30 to 4:30 p.m., and from 6:00 to 9:00 p.m. The schedule was followed from Monday morning through Saturday morning. Instructors were on the playgrounds to organize games, tournaments, and other physical education activities, to insure safety, to supervise the use of equipment, and to maintain order. On hot afternoons games such as darts, checkers, dominoes, table tennis, shuffleboard, and other indoor activities were provided in parts of the building

not being used for teaching the skills subjects. Children came and participated in the physical education activities as they wished. A total of 765 boys and 596 girls were enrolled. The grand total attendance was 38,844, meaning that each child was present 29 times when the attendance was checked. Six softball teams were organized and 102 games were played. Archery drew an average daily attendance of 21, and was in progress for 41 days. Participation in the physical education program represented about 60 per cent of the enrollment at the end of the regular year.

A curriculum laboratory functioned to produce materials for the ensuing year. There were three full-time workers and a number of teachers and principals who participated for part time in the laboratory and for part time in the physical education or academic program.

The plans for the teachers' workshop which met for the week preceding the opening of school in the fall were formulated in the curriculum laboratory. The purposes of the workshop were to acquaint the teachers with the ideals and policies of the Planeview schools, to familiarize them with the curriculum materials, and to suggest methods for using the materials during the ensuing year.

Teachers were allowed vacations varying in length from two weeks or longer, depending upon the kind of work they were doing. Vacations were staggered for the physical education teachers so that only a few were away at a given time. Daily salaries generally were paid according to the amount called for in the contracts for the subsequent year. Salaries were allowed only for actual days worked.

Summer Program in 1945

During the summer of 1945 the academic program extended from June 11 through August 3. The kindergartens were open to children who were of eligible age to enter the first grade the next fall, but who had not been in kindergarten, and to those who had participated in kindergarten activities the preceding year, but were in need of extended training. Three types of programs were carried on in the elementary schools: a remedial program for pupils who had shown not more than two years' displacement by standardized tests; an opportunity program for overage pupils with more than two years displacement by standardized tests; and enriched and experimental programs for children who were performing at or above standard, but who wished to attend summer school.

High school classes were offered for credit or noncredit as on the previous summer.

Ninety-one pupils were enrolled in the kindergartens, 637 in the remedial and enrichment classes, and 54 in the opportunity classes. The enrollment represented about 29 per cent of that of the regular year. The demand for high school classes was less than it had been for the previous summer. The total enrollment in high school classes was 190. This represented about 2 per cent of the enrollment of the regular year.

Cultural and physical education programs similar to those of the preceding summer were maintained from June 4 through August 31. A grand total of 37,997 pupils participated. This was roughly 1000 less than the grand total of the previous summer.

Special opportunities were offered in music, arts and crafts, and moving pictures. Storytelling and speech correction were not available.

A curriculum laboratory composed of five full-time workers and several part-time workers revised the curriculum then in use and added new materials. Some of the teachers spent a half of each day teaching in the kindergartens, elementary grades, or high school and the other half working in the curriculum laboratory. Several high school teachers came daily for several days to set up their programs for the next year.

Salaries were a fixed daily amount, the same for everyone for the days of actual participation. Vacations were allowed in the same manner as in the previous summer.

Summer Work of 1946

The summer program functioned through the month of June in 1946. The elementary schools carried on programs similar in nature to those of the preceding summers. The ending of the war, the curtailing of work in the aircraft and defense plants, and the subsequent removal of families and housing units had depleted the schools to about one half of the original enrollment. The academic program in the elementary school was both for remedial and enrichment purposes. The attendance was 783, or about 59 per cent of the elementary school enrollment. There were more voluntary attendants than ever before. No academic program was held in the high school.

The physical education program had an enrollment of 992 and an average daily attendance of 784. The grand total attendance for the four weeks was 15,684. Each child participated about 16 times when the attendance was checked. The enrollment represented 62 per cent of that of the regular year.

The curriculum laboratory functioned with 6 full-time and several part-time workers who made revisions and refinements on the existing curriculum. A program for teaching world citizenship and critical thinking was developed for use from the kindergarten through the senior high school.

The elementary teachers tried out new materials experimentally with the summer classes. The supervisory staff watched the materials in use and had a chance to evaluate and to improve them before putting them into general use the next year. Salaries were the same amount and paid upon the same basis as those paid during the summer of 1945.

The Summer Program in 1947

The provisions for extended educational programs under the Lanham Act expired on June 30, 1946. No funds were available to conduct an academic program.

The citizens of Planeview contributed money to provide for a playground and recreational program and for arts and crafts classes for a period of eight weeks. The enrollment was 650 with an average daily

attendance of about 200. This number represented about one third of the average enrollment in the elementary schools during the previous school year.

The elementary and high school bands and orchestras continued through the month of June. Opportunities were offered for private lessons on band and orchestral instruments at the expense of the pupil.

A small committee of teachers met with members of the supervisory staff for a few days following the close of school to revise the reading and social studies programs. The revisions in the reading programs were suggested by committees of teachers who had studied its various aspects during the preceding school year and had submitted recommendations. A unit on family living was added to the high school curriculum.

Summary of the Experiences

The extended programs in Planeview were organized to care for the children of employees in defense plants after school and during the summer vacation. Many of these children would have been neglected, or a parent would have had to stop working to care for them. The summer work included desirable educational activities which might be duplicated elsewhere to advantage. Some of these follow:

1. Children who were in need of remedial instruction received assistance. Had this not been offered there would have been many school failures.
2. Children were given advantages in music which ordinarily would not have been provided. The pianos available for practice were always in use.
3. High school pupils had a chance to make up lost credits, to add credits, or to follow interests.
4. The physical education program attracted many children, and the school buildings and grounds were popular resorts during the summer days and evenings.
5. The evening programs and sports attracted adults who found in them needed relaxation and entertainment.
6. Many pupils availed themselves of the library privileges.
7. The arts and crafts classes were filled to capacity every summer.
8. The academic programs in the elementary schools were attracting more voluntary participants every summer.
9. The summer classes were small enough so



Archery attracted large groups.

that attention could be given to specific individual needs.

10. Through testing and anecdotal reports, useful information was gained about individual pupils which aided in further dealing with them.

11. The number of remedial pupils in the school system became smaller with the added instruction.

12. Many of the teachers were provided with useful, interesting, and lucrative employment.

13. The summer programs provided opportunities for scholastic, social, and cultural development not usually accessible.

14. There was a growing concept in the minds of the parents and the children that participation in the summer program was a necessary and a valuable experience.

The extended educational school program in Planeview was a pioneer movement in Kansas. The directors who set it up and kept it functioning were busy planning the activities and changing them when conditions indicated that revisions were needed. During each succeeding summer continuous improvements resulted from the evaluation of the preceding programs.

Evaluations of the Summer Programs

In evaluating the summer programs these criticisms may be offered:

1. The academic program in the elementary school and in the summer of 1944 was purely a remedial one, and attendance was compulsory for promotion.
2. Attendance for a half day for a period of seven weeks helped the pupil, but usually was not enough to make up for losses through deficiencies incurred by his past experiences.
3. Although a wide scale remedial program may have been essential in Planeview, it would not be in accord with a sound educational philosophy in a community with a stable population.
4. The academic program was improved during the summers of 1945 and 1946 by extending it to include all children who wished to attend. It was offered as an activity that would provide interesting, worth-while experiences.
5. The program presented more cultural and enrichment aspects as the population became more stable.
6. The arts and crafts classes were overcrowded and could not care adequately for all of the children who wished to participate.
7. The high school library could not check out books to the students, but required them to come to the library to read. The transitory population made this practice necessary.
8. The summer sessions did not use all of the members of the faculty. Participation in the summer program was voluntary on the part of the teachers. In the summer of 1944 many of the teachers came from the Wichita city schools because not enough Planeview teachers wished to participate. In the summer of 1945 and 1946, more local teachers wished to participate than could be used.
9. The job which the curriculum laboratory undertook in the summer of 1944 was too extensive to receive adequate treatment. Not enough teachers who were to use the materials had a part in developing them. To have a good working curriculum, all of the teachers should have a part in its construction. Some time was consumed because teachers had to learn just what the job was and how to do it. Those who worked regularly in the laboratory improved in efficiency with the added experience. By continuing the work in the curriculum laboratory during the summers of 1945 and 1946 it became possible to secure the services of a number of different essential revisions.
10. The salaries paid during the summer of 1944 differed with people employed on the various programs, and with those doing the same types of work. The discrepancies were adjusted the next two summers by paying the same salaries

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Achieving the Objectives of High School English *John W. Bell, Ph.D.¹*

Paradoxically, though all educators agree that every high school student should be required to take English for at least three years, they are almost universally dissatisfied with both the English courses and the results obtained by teachers of English. Perhaps it will ever be thus. Even at the end of the road those who devote their lives to the mastery of English are still dissatisfied with their attainments. What, then, can the high school student be expected to achieve in thirty months, with a forty-minute class period five days per week, under the instruction of the average teacher of English?

The committee of teachers charged with the revision of the English curriculum for the Chicago high schools have agreed that the aims or purposes of instruction should be:

1. Optimum development of each student's abilities to read and write; to speak and listen.
2. Optimum development of each student's abilities to think and organize his ideas, to assume responsibility and leadership, to work independently or with a committee.
3. Development and fixation of certain important habits: systematic reading and listening; frequent attempts at writing; participation in discussion; frequent consultation of dictionary and other important reference works in connection with felt needs; independent analysis of effective writing and speaking for the purpose of discovering the tricks and elements of these; self-criticism; self-planning of activities for self-improvement in English.
4. Optimum upgrading of the student's tastes, interests, felt needs, appreciations, skills, habits, and abilities with reference to English.
5. Training the student to carry on better the English activities that he will surely be engaging in throughout his life.

This is a large order and indefinite, as it must necessarily be, given the great differences in abilities and intelligence among the students in our high schools. If the teacher of English seriously proposes to promote each student's growth to the greatest possible degree along a number of roads of progress in English, she must know at all times not only the points at which a given individual has arrived but also the probable goals which he can attain under her guidance within a period of weeks or months. The distance that a given individual can travel will be conditioned, of course, by the teaching techniques used, the efficiency of the teacher, the influence of the general school and home and community environments, the inner drive of the student, and various other factors. Unfortunately we are not as well informed regarding attainable goals as we should be, despite the fact that we have been at the job of teaching English in our high schools

for more than three quarters of a century. Much experimentation and study will be needed to determine the extent to which the purposes we have established may be achieved by various types of students.

Individual differences among the students enrolled in English greatly exceed those among students registered in most other subjects. In a foreign language or a mathematics class, for example, all students start from the same point. Since they know nothing of these subjects when they begin their study, the individual differences are only such as develop during one to three or four years. Not so in English. All students in the English classes have studied the subject both systematically and incidentally throughout their lives; consequently the differences in achievement are formidable. The reading ability of an average ninth-grade class, for example, probably ranges from fourth grade through college level. Likewise writing, speaking, and listening abilities range widely. Because of their extended experience with English, many of the students have developed bad habits, poor attitudes, and improper understandings demanding correction. Because the eradication of a bad habit entails both breaking the old habit and substituting for it a new one, the job is doubly difficult.

Let us limit our attention here to the reading, writing, speaking and listening objectives, and the type of activity that seems most likely to promote their achievement.

Achieving the Reading Objective

The traditional procedure for handling the reading part of the high school English curriculum has been defective both in nature and scope. First, any program of reading is probably ill conceived that requires all members of a class to read the same material at the same time. Obviously the reading abilities, tastes, interests, and needs of the members of any heterogeneously grouped class are so divergent that either individual or small-group activity should generally be used rather than the lock-step method. Furthermore, the thought is probably fallacious that there are a few classics which no student can possibly omit from his reading regimen. The aim should be primarily to uncover rather than to cover the ground—to explore a rich and abundant field of literature and to open up wide vistas of challenging reading which will stimulate the student to wish to read throughout his life span in order to enjoy a large segment of what was revealed to him during high school days. Too frequently high school graduates have looked upon literature as something like the

measles, something to be endured for a brief spell and then forgotten.

Also the reading aims should be expanded to include other phases of reading than the simple enjoyment of fiction, drama, essays, biography, and poetry. The student should have a diversity of reading experiences planned to train him in the numerous types of essential reading techniques. Among these should figure the location and use of sources of information, the organization of a body of information gleaned from a number of sources; the use of numerous essential reference works; the preparation and use of bibliographies; intelligent and critical reading of newspapers and magazines; and productive methods of study of expository material. Since the attention of the teacher should be focused as much upon training in reading and expansion of the student's vocabulary as upon the content of literature, the tests used should harmonize with the teacher's purposes. Test items designed to appraise the student's memory for infinite detail should be replaced largely by those intended to measure growth in both reading ability and vocabulary. There should be relatively few test items such as "Who chased whom around the walls of Troy, and why?"

Achieving the Writing Objective

In order to achieve the purposes of written expression to an optimum degree, the teacher of secondary school English should have very definite principles or criteria in mind for evaluating the writing of her students. The Chicago course now undergoing revision includes the following writing scale, preceded by this statement addressed to the student:

You will have at least one writing activity to complete during each week of the semester. After writing the first draft of every composition, apply this writing scale to your work. Score your own efforts or have classmates judge your accomplishments. Then revise or rewrite your composition before submitting it to your teacher, who will also judge your work according to this scale. Make this a season of progress. Improve your personal scores in the semester tournament of composition.

SCALE FOR WRITTEN COMPOSITION

Score Points (check) 10..... 5..... 0.....

Subject Matter

- Interest of the subject
- Thoughtful examination of the subject
- Individuality

Organization

- Evidence of a plan for the whole
- Order of statements
- Sufficiency of supporting details
- Strength of the beginning and the end
- Development of the paragraphs

Manner of Expression

- Suitability of title
- Completion of sentences

¹District Superintendent of Schools, Chicago, Ill.

Variability in sentence form
Choice and order of words
Grammatical relationships
Punctuation and capitalization
Spelling
Handwriting

Total Score

In order that the individual teacher of English may be able to compare the writing product of her pupils with that done in her colleagues' classes, a committee of Chicago teachers is now at work collecting good, fair, and poor examples of writing definitely related to the various units of the new course. These will be made available to all teachers in mimeographed form. No doubt the norms will get better as teachers become more adept at handling the newer types of writing activity, hence a rather frequent reissue of such samples is contemplated.

Writing projects should be frequent, well motivated, and distinctly related to the on-going activities and felt needs of the student, not merely isolated writing exercises. Script for a simulated radio broadcast, a report written to inform classmates regarding some topic thoroughly investigated, a proposed article for the school newspaper, a letter to a brother in the service or to some individual regarding important matters less personal than would be appropriate for a close friend or relative—these are writing projects which will surely motivate better effort than writing chores such as "What I Saw on My Way to School This Morning," or "My Routine School Day."

Investigations into the functioning of grammar and rhetoric have revealed that there is often little carry-over from a knowledge of the elements of grammar to the writing of effective sentences. Consequently, if a student's writing is to be much improved through a study of grammar and rhetoric, the study must go on largely through an analysis of the strengths and weaknesses of his own writing. He may be able to apply the correct grammatical terminology to every element in a sentence and to pigeonhole acceptably any item in a general grammatical organization, but still be unable to make effective use of his knowledge. The student must be guided toward improved written expression through comparing—with a number of very definite criteria in mind—his inadequate theme, paragraph, or sentence with others that are more effective. Because of his immaturity he will need much assistance in seeing clearly how his writing product differs from that which is better but still not beyond his present ceiling in terms of: choice of word or phrase, word order, organization of ideas, worthiness of the message, unity, coherence, sentence variety, and smoothness of transition from sentence to sentence or paragraph to paragraph.

Achieving the Speaking Objective

To attain marked improvement in his speech a student must have in mind a number of criteria for evaluating it. Too often

in the past teachers of English have accepted as oral composition a desultory kind of talk. When there are no standards to shoot at, and no effective helps in self-criticism, students tend to raise their formal oral expression little beyond the level of their informal street-corner conversation. Practice that is aimless achieves little improvement. A committee of teachers in the Chicago high schools is now developing a series of recordings of speech with which will be furnished manuscripts designed to help the student analyze and evaluate the recordings on the basis of the following scale:

SCALE FOR ORAL COMPOSITION

Score Points (check) 10..... 5..... 0.....

Content

Interest of the subject
Originality

Organization

Evidence of plan for the whole
Order of parts
Use of suitable detail
Effectiveness of beginning and end

Performance

Observance of language usage
Distinctness of speech
Voice control
Gesture
Posture

Total Score

With the scale, the manuscript, and the recordings the individual teacher and her charges will have definite means of knowing what is attainable, and consequent motivation for increasing their efforts.

Achieving the Listening Objective

If it tended to grow in direct proportion to the increase in the opportunity for its exercise, listening ability would surely have improved markedly in recent years, for the radio and sound film have brought in generous measure the opportunity for improvement. But unfortunately there are many obstacles to be overcome before the potentiality becomes reality. The student must be led to desire self-improvement, to seek the type of listening situation which will promote the desired growth, to master the essential listening techniques, and to keep incessantly at work on his project to upgrade his listening ability.

The new Chicago English course for the secondary schools provides numerous activities for promoting growth in the ability to listen. But since space will permit consideration here of only one of these, the lecture by the teacher has been singled out for attention. Although the lecture is still the college professor's chief stock in trade, it has in recent years been held in such disrepute in the public schools that it has almost disappeared from the high school classroom. A slight resuscitation of it can serve to afford students supervised practice in listening as well as to stimulate occasional organization by the teacher of her ideas regarding some important aspects of the English curriculum.

Numerous topics worthy of a thirty-minute lecture are suggested in the new Chi-

cago course, among which appear: library aids, the nature of reading, effective methods of study, biography, Shakespeare's talent, and the improvement of one's speech. Probably the number of lectures delivered in any one semester should vary from three to a half dozen. The student auditor is directed to focus his attention on the message and to take notes which he considers essential to the construction of an outline for writing a summary of the lecture that he has heard. Various methods are used for making the ineffective listener aware of his shortcomings and the means of overcoming them. Generally the teacher—after placing on the board outlines that are good, fair, and poor—proceeds to make clear, through illustration, the points which tend to make one outline superior to the others. Frequently student committees are appointed to analyze and evaluate the outlines and summaries prepared by the class. Their work completed, they proceed to report to the group their findings and to give examples of excellent and good work by which individuals may appraise their own products.

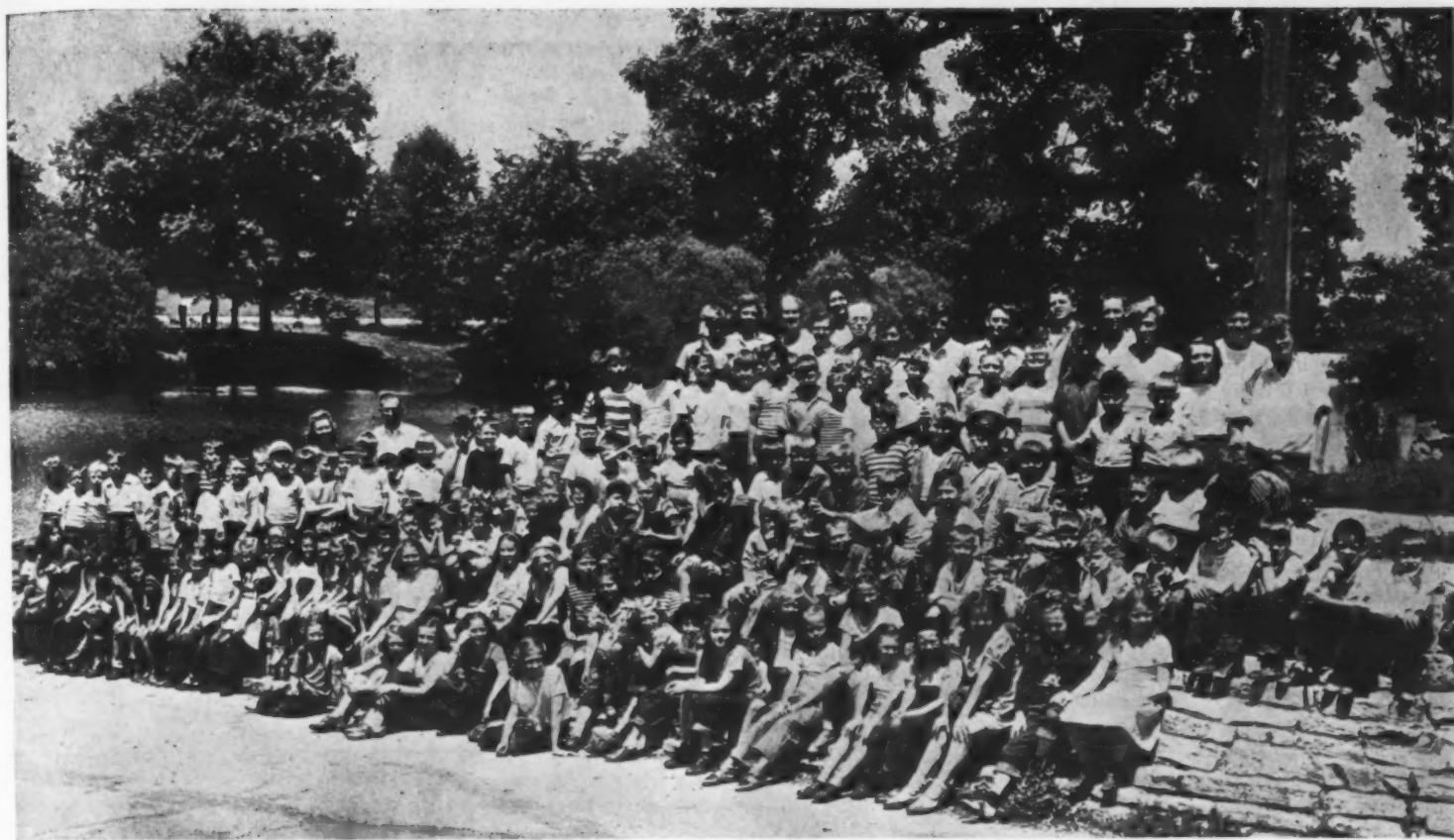
Still in the planning stage is a program of intensive experimentation with recordings of lectures delivered by some of the most expert lecturers among the Chicago high school teachers of English. The records will be accompanied by manuscripts giving directions for their effective use. If the teacher is freed from preparing and delivering the lecture, she can devote all of her attention to her real job—that of assisting the students with the mastery of listening techniques.

Constant Study of Purposes Needed

Teachers of high school English should constantly study their purposes and the extent to which these are attainable. With no very definite objectives in mind, many of them have in the past failed to make as effective use as possible of the precious scarce minutes available. Now that their goals are becoming better defined, they are faced with the arduous task of first limiting their objectives to the attainable, then leading pupils to apply themselves zealously to their attainment. School administrators and the lay public are evidencing a greater degree of satisfaction with the more practical objectives recently avowed. To prevent a resurgence of dissatisfaction, teachers of English must not merely ascertain the probable limits of achievement and make sure that these are being reached. They must also publicize widely their norms and their achievements in order that all interested persons may know what can be expected in the way of results as well as the extent to which they are being achieved in the local high school.

► SUPT. WAYNE P. WATSON, of Terre Haute, Ind., has been re-elected for a four-year term.

► A. T. LINDLEY, of Peru, Ind., has been elected superintendent at Lafayette. He succeeds the late M. E. McCarty.



A typical group of Wilmette children on an historic journey. Each group was accompanied by sufficient adults so that it could be broken up into small units of five or six children.

Preface to American History

Herbert B. Mulford, Esq.¹

Normal boys and girls need almost boisterous activity; in the summertime they wish it most out of doors. These children seem to have an unlimited amount of curiosity and inquisitiveness. Almost any community has a sufficient background of local history to provide opportunity to satisfy a large amount of the childhood curiosity and at the same time for the children to blow off steam. Couple these resources with intelligent direction by recreation and teaching guidance, even by parents or kindly neighbors, and something worth while happens.

Here is a workable prescription by means of which an intelligent preface to American history can be developed anywhere in the United States. It merely capitalizes latent possibilities that exist in our children and in our common American life. Once the general application is well understood, once a pattern of treatment is established, the results are both manifold and beneficial to all concerned.

A highly illuminating case study is the

¹Wilmette, Ill.

pattern used in Wilmette, Ill., a suburban residential village of about 18,000 population, 15 miles north of the heart of Chicago. The village is bounded on the east by storied Lake Michigan and on the west by equally historic river country, which had a considerable part in determining the future history of the metropolis. The village has an interesting background of early French, British, and Yankee explorers — missionaries and pioneer settlers. But, then, so has nearly any other community, or rural area for that matter. The significant thing about this case study is that the village seized upon its opportunities.

During the current year exceptional interest was aroused in the entire village by the fact that, although interesting stories of the area go back hundreds of years, the village was incorporated only 75 years ago; and the civic fathers thought it fitting to have the community celebrate this event in widespread community jubiliations. With this official stimulus, many types of normal community activities specialized on the anniversary in their own particular ways.

In a lovely sylvan dell in the lake-front park there is an almost incomparable stage setting for pageants, concerts, and civic meetings outdoors. These facilities were used with an eye to the historical focus of events. The Memorial Day observances laid stress on the historical; the meaning of a circle of a dozen trees, planted in memory of the village's losses in World War I, came home to all. The school children of both public and parochial institutions not only had pageants in their own schoolrooms, but gave public exhibitions, with a touch of auld lang syne, in the amphitheater. There was "open house" in the major municipal institutions which carried historical significance.

A contribution of major importance which was a "runner-up" to organized summer activities for children was made through the public library. That institution had been gathering source material on the most significant phases of local history for years. Taking advantage of the freshly stimulated interest, it began to publicize the need for accumulating objects and

stories of local value; older residents began to send in information to swell the files. Then a bibliography of the contents of the library bearing upon local history was written as a story and mimeographed in convenient pamphlet form. Technically this was charged against the library's publicity fund; nothing ever brought so much favorable publicity. The pamphlet was distributed at dinners of "Ye Olde Towne Folkes," who were celebrating their 55th anniversary as an organization, of Rotary and similar groups. It backed up a series of exhibits of historical materials presented at every advantageous opportunity, including a "municipal party."

All this prepared the way for the recreation and playground authority of the community to function with its own specialized anniversary activity. This authority was established as a tax-supported device more than twenty years ago. Wilmette has the usual number of overlapping taxing boards, such as elementary school systems, high school district, park district, village, county, township, and even mosquito abatement district. The recreation board gears into the schools, parks, and village authority by a sort of gentlemen's agreement whereby all are represented, though appointments, tax levies and budgets go through the incorporated village authority.

Taking the library bibliographic pamphlet as a guide, the recreation director and the library history adviser planned a series of "little pioneer journeys" for the children enrolled in the village day camp in the adjacent County Forest Preserve. This preserve skirts the entire city of Chicago, through woods and streams that are the haunts and refuge of wild life. Various neighborhood localities are replete with

fascinating history that has been used in one way or another by historians and other storytellers. Throughout the village there are formal playgrounds supervised by well-trained recreational teachers. Children who wished to participate in the day-camp activities gathered at their home playgrounds; then chartered buses picked them up with their guides and took them to the camp in the woods for the greater part of the day, including the very important feature of the midday picnic lunch.

Last year the children were sorted in groups and given the names of Indian tribes prominent in neighborhood history. This year, in harmony with the 75th anniversary celebration, they were given the name of "The Pioneers." The "little pioneer journeys" followed logically. Advance publicity advised the parents of the participants to aid in the project by consulting "The Story of Wilmette in Books and Documents" and to do a little reading of local history on their own. Thus tongues were wagging on this subject for many months. One of the most encouraging aspects of this whole effort was the initiative of preschool mothers, who asked the library history counselor to meet with them for discussions, so that as time went on they would be informed enough to pass on to their children interesting stories that might give the youngsters a greater sense of belonging to a community that is worth while.

The name Wilmette is the Anglicized form taken from the name of Antoine Ouilmette, a French Canadian voyageur, said to be the first "permanent" white settler to live in the settlement which became Chicago. He owned one of four cabins on the main stem of the Chicago River at the



The Book Plate of the Wilmette Schools is based on local history.



The historic journeys were frequently used by teachers for interesting projects in the primary classes.

time of the famous Fort Dearborn massacre, and helped to rebuild that settlement after the Indian depredations. He did the various types of work involved in pioneer life, served as guide over the famous Chicago Portage into the Illini country and, like many others, became a "squaw man" by marrying Archange, termed in United States land grants to her as "A Potawatomi woman." Every thorough history of the Chicago country contains references to Ouilmette. One of the most striking is the story to the effect that when the wife of the army lieutenant at Fort Dearborn was rescued from Indian murder in the melee, she found refuge in Ouilmette's cabin. Other marauding Indians who had not taken part in the massacre because they were too late on the scene, skulked around the ruined settlement in search of refugees. It is said that Ouilmette's Indian wife and sister-in-law hid the woman in a feather bed and, sitting on the bed, calmly proceeded to make a patchwork quilt to throw the hostile Indians successfully off their scent.

Partly to reimburse the Ouilmette family for their losses in the massacre and largely to compensate them for other services, the United States granted Archange and her children 1280 acres of land that made up the major part of the settlement of Wilmette. At this point Ouilmette be-

came a first north shore settler and his family made history.

Common to the history of almost any place in the country, real estate speculators, first starting as farmers and pioneer settlers, soon had the land from the Indians at extremely low prices. Then began the construction of roads to reach other distant government forts, and later the railroads. As settlers increased in number, there was need for churches, schools, railway stations and similar improvements, for which these same settlers made considerable donations of land and services. Big drainage ditches were constructed to run off the excess waters from marshy woodlands. Here and there old Indian trails, still marked by "trail trees" bent to the ground, became roads and streets. Cabins began to disappear and to make way for houses still standing. As the little pioneer town rapidly became a Chicago suburb, many almost inconsequential memories of the early settlers began to be history and tradition.

Since the north branch of the Chicago River is the western boundary of the village, and that river with its portage over to the other neighboring Des Plaines River became further down in Chicago the great gateway to the pioneer west, local history

contains much of Indian lore and of the Jesuit reports of the travels of Marquette, La Salle, Joliet, Nicollet, Pinet, and others who blazed the way to conquer realms for the King of France and to save Indian souls. It is well-marked tradition that Père Pinet founded the first mission to the Miami Indians, known as the Mission of the Guardian Angel, within the present limits of Wilmette.

Lake Michigan in the early days was used extensively for transportation. The waters of the Wilmette shore line were long and very dangerous. Many a ship was wrecked in them, and this called for a lighthouse. A large projection into the lake beginning at Wilmette was named Grosse Pointe by the French explorers, later to be Anglicized into Gross Point, a name long applied to an extensive territory. When a lighthouse was built it naturally took the name of the Pointe. It in itself has an interesting history apart from the tales of shipwreck and rescue.

All these aspects of an early background are in sharp contrast with the present trim gardens, lovely homes, great houses of worship and outstanding school systems, not to mention the avocations of the typical suburban commuter. This history was ar-

ranged in the form of stories, often beginning with "Once upon a time." These were kept as simple as possible for child consumption. Throughout the bus journeys to rivers, lagoons, forest preserves, and lake shore, there was an endeavor to have the children recognize the continuity and historical core of all the tales. Interspersed with history was lore of the woods and meadows told by members of the Forest Preserve conservation staff. Throughout, there was the purpose of having the children learn by living in the environment which had made the history of their village.

Last year the judgment placed upon the Indian lore supplied at the forest day camp was that the children knew more of these matters than 90 per cent of their parents. It is too early to evaluate fully the latest experiences. There is no limit to the extent to which this pattern may be used in subsequent years with new recruits. It is hoped that the ultimate goal of causing children to understand how their community began its American way of life and how it now lives will justify the continuation of the "little journeys" indefinitely into the future. Just as importantly, it is hoped this pattern may be used in other communities that have not ventured on such historic paths before.

The Principal and His Teachers' Mental Health W. C. Lucas¹

The mental health of the teacher is an important influence in the conditioning of pupil behavior. In order to achieve the proper mental health of pupils, the mental health of the teacher must be right and the mental health of the teacher is in turn in many ways dependent upon the principal. The principal's supervision of his teachers and of the organization of his school is of vast importance in the development and the maintenance of the mental health of his teachers.

We have often read that the three essentials of mental health are, "a task, a plan for achieving this task, and freedom to achieve the task." This pertains to teachers as well as to pupils. Just as for the pupil so for the teacher success is a necessary fundamental for mental health. It is part of the principal's duties to see that his teachers are successful. It is part of the principal's duties to see that his teachers have a plan for achieving the task they wish to accomplish and then protect them from interference so they will have the freedom to achieve the success of their task. Two very important functions of the principal are to protect the rights of his pupils so they can achieve their good desires and

to protect the rights of his teachers and keep them so happy that they may be free to achieve their goals and task.

As for supervision in the classroom, this can well be the point at which a principal may win or lose his program for the development of the mental health of his teachers. In the visiting of the classroom, no direct criticism should ever be given. The principal should sit in and be as one of the children and make positive commendations of some phase of the work of the class. There is always something to commend. If the teacher needs suggestions, give them later in a private conference via the "sandwich method" — commendation, suggestions for improvement, commendation. A good method to use in supervision is the invitation method. Have the teacher invite the principal into the classroom whenever she has an activity or unit phase that she wishes him to appraise or observe. To know that every time the principal steps in the doorway, a *friend* is coming in to help and support does a lot for the mental health of a teacher.

Organization and Mental Health

As for the organization of the school, a lot can be done to make things easier for the teacher and thus promote her mental

health. First of all, free the teacher from so many minutes per day for this subject and so many minutes per day for that subject and permit her greater flexibility and longer time blocks as the occasion demands in her teaching of the various classes. In the socialized discussion so effectively used in our modern schools nothing is more disheartening than to have the bell ring and bring to an abrupt close a stimulating discussion that, given a few more minutes, might have led to an important conclusion on the part of the students. Again, nothing is more discouraging than to have the class bell bring to an end the period of research in which the pupil would be able to successfully complete his search for several elusive bits of important information had he a few more minutes of time.

In the organization of his school the principal should also plan: (1) That his teachers are freed from too many interruptions during the day and thus let his teachers teach. Messengers, announcements, and notices should be kept at a minimum and at a regular time. (2) That his teachers are freed from the vigilant pressure of being constantly on the lookout for the safety of their pupils. Why not allow the teachers to relax by installing a cadet system of pupils who will be glad to assume the responsibil-

¹Milwaukee, Wis.

ity of protecting their schoolmates as they pass about the building or play outside. (3) That he will never insist that teachers adopt a new technique of teaching until they are sure to enjoy reasonable success with it. (4) That he will organize the school along the lines of social maturity and weed out the overage, socially maladjusted children who generally become problems in the classroom because of their poor state of mental health. (5) That he will promote children on the basis of "what is best for this boy or girl" and have the teacher individualize her teaching so as to accept a boy at any level of his mental development and carry him on as far as she can. (6) That he will free his teachers from the strain of having a course of study to complete. (7) That he will pass on the records on each child from teacher to teacher which will enable her to better understand the child. These records should be brief but illuminating to the teacher on the intellectual development of the child and his accomplishments thus far.

Gossip and Disputes

Relationships in the school between faculty members is sometimes a danger point and can easily upset the mental health of teachers if not watched closely. The principal should be alert to prevent any teacher from peddling gossip or venting her jealousy upon some fellow teacher. Such conditions should not exist but they sometimes do, and it is distinctly the principal's job to keep his teachers from saying or doing things that would hurt the mental health of a fellow teacher.

The principal should also protect his teachers and support them in disputes with parents or pupils. Perhaps the best way to keep a strong professional spirit constantly pervading the faculty is through the medium of discussion conferences, often known as teacher meetings. Here subjects should be democratically discussed that will leave the teachers with a warm sense of pride in their profession and a desire to press on to new achievements and accomplishments.

There are several extraclass organizations which the principal should encourage. He should see that his school has a music and a sports program, or an enrichment program which will so add to the mental health of the students that it will react upon and improve the mental health of the teachers and make for a better rapport and camaraderie between pupils and teachers. In other words, develop a sense of belonging, security, and mutual respect. The principal should also encourage a strong parent-teacher association which will permit the parents to become better acquainted with the school's problems and become more understanding of, and in sympathy with the school program and the things the teachers are trying to accomplish. Sympathetic understanding between parent and teacher does a lot for the mental health of both. Such relationship naturally is soon

felt by the pupil and tends to improve his classwork — and also his mental health.

When Children Feel Important

Another phase of organization that the principal should not neglect is arranging things so that the pupils have the opportunity to experience the satisfying state of feeling important. Each student in the school should have some responsibility to assume and have a sense of sharing it in the classroom; safety on the playground, quietness in the school, thoughtfulness for the rights of others, etc. Every teacher should be encouraged to use pupil-teacher planning in his classroom and thus stimulate pupils to feel important and realize that they have a part and share in the

planning of their schoolwork. This sense of mental health on the part of pupils cannot help but react beneficially upon the whole tone of the school and upon the mental health of the teacher as problem cases in the classrooms will soon become more scarce. It is just the old adage "cast your bread upon the waters, and it will not return unto you void."

Finally, the principal can influence the development of the mental health of his teachers through his office contacts with the pupils of his school by causing them to feel that there is an understanding, sympathetic, and considerate person in the office always ready to listen to their woes and problems as well as to hear of and praise their achievements.

You Don't Need a Darkroom

A. J. Foy Cross, Ph.D.¹

The past two decades have witnessed not only a great improvement in schoolroom equipment for visual learning, but they have seen a steady change in attitude on the part of educators toward "audio-visual" education. The motion picture for example was, a few years ago, thought of only as a hobby or "harmless diversion in which a few teachers are permitted to indulge." Now motion pictures, along with other visualization aids, have become a recognized and thoroughly approved instructional technique. There are to be sure a few, like certain teachers of the gay nineties, who found it hard to admit the graphite pencil and tablet to the functional position of the slate pencil and slate, who still do not realize that there are instructional techniques which are better than some of the ones which they have habitually employed over a long period of time. But change is inevitable and teaching techniques have to be adapted to procedures which produce better results.

Whether audio-visual aids and techniques are advantageous to learning or whether schools should employ such aids and techniques is now hardly ever thought of as a topic for discussion. Educators in school as well as school patrons are increasingly aware and convinced of the values of this new emphasis upon learning by actual and near-actual experience.

There are, on the other hand, problems of application in connection with newly discovered audio-visual techniques which are frequently the subject of discussion among all groups interested in the modern school. One such topic is: "Where shall we show films?" or, "Shall I spend the extra money and construct a special projection room for my educational movies?" or, "Shall I equip each classroom for projecting pictures?"

A Special Room for Showing Pictures?

On the side of a special room are the arguments of convenience to the operators and to the person who has charge of schedul-

ing the room, the equipment, the films, etc. On the other side of the discussion we find dissatisfaction with the "show" atmosphere of the special room, with the inconvenience and attendant distraction of taking the class to the "show" room. We find restricted use of projected pictures, restrictions resulting from scheduling difficulties, actual unavailability and relative inaccessibility of facilities at the time they are needed.

Those who favor adaptation of the classroom for the use of such new teaching aids as the motion picture, the film strip, slides, and the like point to all these disadvantages and to the relatively poor economy of the special room, and add that the construction of a "show" room is a waste of good space. Such extra space in the building might well be used, they say, for a museum or a library or some other school activity which could not be readily and advantageously decentralized into the various classrooms. The special room, it is said by some, is most likely largely a holdover from the time when we had to have special fireproof projection booths to protect the audience from dangerously inflammable film.

There are, without a doubt, other valid claims on both sides of the question. We do not propose to discuss the "pros and cons" of the question of special "show" room versus the practice of using projected visual aids right in the classroom. We shall rather, present a brief account of what some teachers have found are helpful solutions to just one of the many problems of adapting the projected picture to classroom needs. The problem is that of "How may I darken the ordinary classroom sufficiently to show projected pictures?"

Several methods and devices have been suggested for bringing the projected picture into the classroom. Some of these have been so involved with cumbersome procedure and heavy, unsightly "props" as to discourage their use. Others though more convenient and more readily used are too costly to be installed generally.

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Education Among Our Latin American Neighbors

Cameron D. Ebaugh, Ph.D.

(Concluded from August)

II

So far, we have presented a word picture of education in Latin America that was as true five or ten years ago as it is today. Characteristics common to all Central and South American republics have been brought together in an attempt to show the great degree of similarity that exists among them. To a very considerable extent, it may be concluded that there are no real differences in educational structure, administration, procedures, or objectives. In history, religion, language, institutions, government, and traditions, they are brothers (or sisters) with the same maternal parent. The same domestic and outside influences have been impinging on them through the last four centuries. And it is only now that they are coming to realize that the pattern they have been following requires some important alterations.

The Historic Background

A brief survey of the development of education in Latin America will clarify the idea just stated. It will not be necessary to go back beyond the Spanish conquest, except, perhaps, to recall that the Aztecs at that time were the ruling power in what is now Mexico; that the Maya-Quiché nation held sway over most of Central America and what is now the State of Chiapas, Mexico; that the Chibchas controlled the northern fringe of South America, including Colombia and Venezuela, and that the Incas exercised almost unquestioned authority over the remaining lands of western South America. All these peoples were principally agricultural in their mode of living, with a strong ruling class living on the labor of the great masses in each region. And as, one by one, these territorial divisions were conquered by the invading Spaniards and became colonies of Spain, it was only the ruling class that underwent a change in social and economic status: the masses who formerly had worked for the aristocrats among the Indians experienced little more than a change of masters.

The colonial governments evinced little active interest in education, except in the field of higher learning. Universities were founded—Santo Domingo in 1538, Peru and Mexico in 1551, Colombia in 1573, Argentina in 1621, Bolivia in 1624; but they were founded largely through the initiative of the religious authorities and received but scant support from the civil government and the Crown. Other types and levels of education were rare, and those that functioned were maintained almost entirely by the Church.

A few Latin grammar (secondary) schools were established for the sons of the élite; but in many instances admission was limited to those who could prove "purity of lineage," and often even Spaniards born in the colony were not accepted. There were also a few schools for girls, which provided instruction in art, music, embroidery, language, and religion, but they were very rare and rather poorly attended. At the elementary level, instruction was provided in reading, writing, religion, and arithmetic in convents, monasteries, and schools connected with the parish churches; but for the Indians in the hinterland almost nothing was provided beyond the barest rudiments. Up to the beginnings of the nineteenth century, when independence from Spain was achieved by the colonies, education differed little from that of Spain as it was in the middle ages.

After independence, great interest and activity in education developed in the new nations, and schools were founded everywhere. In the attempt to make up for lost time, Latin America turned to France and imported that country's entire educational setup. Generally speaking, the whole organization was transplanted—philosophy, administration, organization, curriculum, methods, and type of support, and the illusion of great progress was taken more or less as an accomplished fact. Unfortunately, the transplantation was made without regard for the great differences in social, economic, and ethnic conditions, not only between Latin America and France, but between the Latin American nations themselves.

Changes Now Under Way

In recent years, however, particularly in the last two decades, strong movements have been afoot to improve the schools. It is becoming generally recognized that ideas and methods brought from Europe are not necessarily the best for America. Educational leaders are receiving increasing support from business, industrial, and professional men in their contentions that effective education must have its roots in the land and the people and must be in line with actual conditions and aspirations and needs.

Consequently, in every Latin American republic today, education is being studied, analyzed, reoriented, and reorganized to this end. School laws and regulations are being modified to permit flexibility in teaching. Less emphasis is being placed on examinations, and more on day-to-day achievement. Curricula are undergoing radical changes toward practicality. New

modern school buildings are being constructed. The various faculties of each individual university, traditionally housed in scattered sections of the capital cities, are being brought together in new quarters designed expressly for the purposes of higher education. Teachers' salaries are being raised and tenure and pensions guaranteed, to attract more capable individuals to the profession. Medical and dental services are being extended to the schools, and lunches and clothing are being provided for the needy. Latin America, in short, is aware of its educational situation and is well on its way to real improvement. There are many problems which remain to be solved and which will require many years for satisfactory solution, but real progress is already evident.

Indian and Rural Problems

Among the problems confronting the Latin American educator at the present time are several that stand out because of their size, complexity, and urgency. In Mexico, Peru, Bolivia, Paraguay, Ecuador, and Guatemala, for example, there is the enormous problem of improving the cultural, social, and economic conditions of the great masses of Indians who, through four centuries of domination and subjection, have developed a strong desire to be allowed to live their lives without interference or intervention on the part of the government authorities. In all republics, there is the problem of rural education—of providing a type of instruction in keeping with the agricultural and stock raising needs of the community, rather than merely an abbreviated quantity of the regular urban curriculum. In most countries there is also the problem of training effective teachers for carrying out the program of democratic education that has been envisaged. Finally, there is the universal problem of changing the instructional emphasis, at all educational levels, from intellectualism and memorization to more practical objectives and procedures.

To a very appreciable extent all these problems are closely interrelated, so that the satisfactory solution of any one of them involves at least the partial solution of the others. Let us look at the rural school situation: until just a few years ago (Mexico started the ball rolling back in the 1920's) there were very few rural schools in Latin America, and those that existed were taught by teachers extremely ill-prepared for the task. The curriculum was universally patterned after that designed for corresponding years in city schools, although official regulations gen-

erally called for some training in agriculture, which could not be provided because of the lack of equipment and materials, to say nothing of the meager knowledge and skills of the teachers. Frequently the teacher lived at a distance from the school and was as likely as not to be absent. The pupils were not regular in their attendance either, for their parents kept them at home to help with the chores, having decided that what the children would gain from the school's ministrations would be of little use to them in the country life they would later live.

The rural school problem is intensified and made much more complex by the fact that in many countries it involves the millions of Indians who continue to live in backward conditions, far from the capitals and other population centers, without privileges, rights, or conveniences, like a people exiled from their own land. A great percentage of them live as their ancestors lived at the time of the conquest, with the same customs, the same ancient methods of farming and related industries, the same ignorance of the elementary principles of sanitation, hygiene, and health — and the same distrust and suspicion of the white race and the *mestizo*, or half-breed. Millions of these Indians do not speak Spanish — only the tongue of their forefathers. As a rule, these people of rural Latin America, both Indian and non-Indian, work only when they have to. In many cases they are addicted to narcotics and alcoholic beverages, particularly on their numerous feast days. To a great extent, each family or small community considers itself apart and more or less isolated from the rest of the world, and shows no interest in or responsibility for the collective welfare. In fact, it is often said that they exist rather than live, and that a first step in the betterment of their condition must take the form of awakening them from their apathetic lethargy and instilling in them the desire and determination to live a richer and fuller life.

Better Curricula Needed

Tens of thousands of schools are needed for these people, and tens of thousands of specially trained teachers. An activity curriculum, capable of being developed in the language of the particular Indian tribe in whose community the school is located, must be devised and members of the tribe must be trained to handle the instruction. This curriculum must conform to the domestic and local needs of the community, and include activities leading to the understanding of and participation in community betterment in the direction of cultural, social, economic, vocational, and sanitary conditions. The parents must be given an interest in the work of the school — must even be regarded as pupils for whom the learnings are at least partly intended. Aspirations must be awakened in them, father and mother alike, for both their children and themselves. The school must

present itself as a place where parents, children, and teachers may come together for pleasant and profitable experiences in a happy atmosphere. As things stand now, the school has to sell itself; it has to show that what it offers is worthwhile, and increasingly so.

The elementary agricultural schools in Chile have proved beyond doubt that with properly used fertilizers, lands formerly believed to be barren can be made to produce plentiful supplies of most of the vegetables known in the community — and many that were previously unknown. In Ecuador, by raising new varieties of vegetables and then inviting the parents to come to the school for a meal consisting chiefly of the tasty dishes in which these new agricultural products have been utilized, dietary standards are being raised, and the parents in some communities have become so interested in the welfare of the school that they have undertaken its support. In Peru, the government offered to provide roof and floor for school buildings whose walls were constructed by the community, and already a number of cases are on record to show that the rural Indian communities have responded favorably to the proposition — and as the school is partly the outcome of their own efforts, the parents see to it that their children reap the benefits of the opportunities thus provided. It should be added that the government also provides the teacher and school materials in these instances.

Similar examples can be found in all Latin American countries. What remains to be done is to multiply and intensify such examples until they are the general practice. Other means being employed to arouse interest and carry forward the rural school-Indian-adult improvement program include motion pictures, the victrola, demonstrations, concerts, exhibits, traveling missions, co-operative activities, brief informal talks, songfests, dances, and the like. Literacy campaigns, concerned with the teaching of reading, writing, and the fundamentals of health, social co-operation and good citizenship on a nationwide scale, are further evidence of the activity common to practically all Latin American countries for the betterment of conditions among the until now underprivileged masses.

Teacher Preparation

Intimately related to this program is the problem of teacher preparation. In most countries the training provided for elementary and rural school teachers consists of the core subjects generally taught in the academic secondary schools, plus a few courses in education. The history, philosophy, psychology, and general principles of education are usually included, together with special methods of presenting different school subjects and a bit of practice teaching. Only rarely are activities specifically related to the needs of the rural school given emphasis. Indeed, in many countries, it has not generally been considered neces-

sary that the rural teacher have training of any kind. In a few countries a large percentage of the rural school teachers have not even completed the six-year elementary school. The program of studies in the rural school consisted (and consists) of the three R's and little else, spread over a period of three or four years — for many thousands of children, only one or two years. Attendance was consistently low and results almost completely unsatisfactory.

The remedy for this situation is being sought fairly widely in newly established rural normal schools. Especially in those countries which have signed agreements with the Inter-American Educational Foundation, by which a co-operative educational program is to be carried forward, such rural normal schools are being planned and established along present-day lines and will be conducted presumably according to a practical educational philosophy. All the republics of Central America have signed these agreements, and the new normal schools are already functioning in two or three of them. There is a strong possibility that the regular normal schools for the training of elementary teachers will follow the lead of these new schools in the direction of adapting their teacher training to the existing needs and conditions of the respective country. It is generally conceded throughout Latin America that greatest attention has been centered on elementary education during the past 20 or 25 years, and there is little doubt that the teachers, who have seen the progress so far achieved, will look to the activity program of the new rural schools for ideas and methods that may be used to advantage in the further improvement of the city schools.

Meeting the Needs of the Common People

Down through the years since independence was won, Latin American education at all levels has disregarded the needs and desires of the great masses of people. As already pointed out, the educational system adopted in all the new republics was that of France in the early 1800's, and all the significant innovations of later years have likewise had their origin in such European countries as Germany, Belgium, and Switzerland. The people themselves have had no voice in the determination of school matters: education at all levels was imposed from above — by the moneyed few who controlled the government and the activities of the various secretariats through which it operated. It was taken for granted that only the select few were capable of profiting from educational experiences, and the school offering was consequently geared to the needs and aspirations of those few. Only enough secondary schools were established to prepare for the university, where only the traditional degrees and titles were conferred.

Recent years, however, have brought more democratically minded men into influence and power. Perhaps the Lincolns



A New School in Concordia, Venezuela.

— (Photo: Authenticated News)

and Horace Manns and Booker T. Washingtons of the United States of America have served as examples. Perhaps the Carnegies and the Fords. Perhaps the role of America in the two World Wars. Whatever the cause, Latin American countries are broadening their educational philosophy and are rapidly increasing the range and volume of their educational activities. Thousands of elementary and rural schools are being opened to accommodate the growing numbers of school children. Everywhere, curricula are being revised toward practicality. Secondary schools, although still persisting in emphasizing university preparation above all else, are adopting more practical methods of instruction and in some instances have added commercial courses and even a bit of manual training. Since March, 1945, Chile has been experimenting with a type of secondary school in which a practical curriculum and a definite organization for pupil guidance are to be provided.

At the university level also there have been significant changes. New faculties and schools are being founded in the fields of economics, business administration, education, public hygiene, and the like. In some cases, as in Ecuador, for example, institutions such as fine arts, trade, and general culture schools are being (or have already been) founded, for the benefit of those who lack the legally prescribed qualifications for university study. Laboratories and libraries are being built up, and more time devoted to practical, manual activities. Extension service is being made available to increasing numbers of people. Course requirements are undergoing re-

organization and revision. New degrees are being conferred. Students are being accorded membership on important university councils. Faculties and schools are being brought together in clusters of buildings called "university cities," where facilities comparable to those provided for college and university students in the United States are planned for Latin American students. Everywhere, evidence can be found of a more or less gradual awakening from complacent superiority and aloofness to interest and activity in the national welfare at all levels of society. The new picture is highly encouraging.

HOW TO IMPROVE SCHOOL AND COMMUNITY RELATIONSHIPS

The teachers of Caldwell, N. J., under the direction of Paul H. Axtell, supervising principal, during the school year 1946-47, engaged in a practical program to discover ways and means of improving the relationship between the school and the community. The project was made possible by the school board when it retained Dr. E. DeAlton Partridge, of the Montclair Teachers College, to conduct a course entitled, "Interpreting the Schools to the Community." The class was open to all of the 85 teachers in the system, who were encouraged to earn credits toward advancement in their ratings.

The course, which opened September 16, ran for 15 weeks. It offered a study of the community and its educational needs as a background for public understanding and support of the school program.

The meetings were arranged in the form of a combined workshop and discussion forum. Each two-hour session was divided into general discussion and committee meetings. Subcommittees also met during each week to carry their projects forward.

Eight committees were formed to carry on the project as follows: (1) public relations and the school; (2) historical backgrounds and population trends; (3) community resources; (4) com-

munity problems; (5) home and school relations; (6) community agencies and the school; (7) leisure-time and recreation facilities; (8) curriculum and community needs.

As the work progressed, each committee submitted its report to the entire group for discussion. The final report was combined into a summary, which was presented to the board of education for their study and approval.

The committees have since organized themselves into permanent committees in charge of elected chairmen. The scope of the work has now been broadened to include a number of new offerings, including adult education, a speakers' bureau, motion pictures, newspaper publicity, a high school handbook for parents, school exhibits, metropolitan school study projects, still pictures, and evaluations of the school program.

ANNOUNCE CONVENTION PROGRAM

The Association of School Business Officials, at its convention in Grand Rapids, Mich., October 6 to 9, will discuss current problems of business administration with principal emphasis on school-room lighting, purchasing, and lunchroom management. President Robert W. Shafer has announced that the three leading major addresses will be delivered by Dr. Herold C. Hunt, superintendent of schools of Chicago, who will discuss a problem of national import. Timon Covert, of the U. S. Office of Education, will speak on "The Participation of State Governments in the Support of Local Schools." O. F. Beyer will read a paper on "The National School-Lunch Program from the Standpoint of the U. S. Department of Agriculture." Charles Gibson, of Los Angeles, Calif., will discuss the subject, "Conditioning Schoolrooms for Visual Efficiency and Comfort." T. G. O'Keefe, of Columbus, Ohio, will describe the Ohio School-Employees Retirement Plan. The usual exhibition and round tables will be held at the Pantlind Hotel.

WHAT SCHOOLMEN SAY

Closed sessions seem to me a dangerous thing when the board is discussing controversial topics. The board is elected by the people to conduct the business of the people, and the people have a right to sit in rather than merely hear a report which the board has adopted. — Mrs. C. P. Leathers, Kansas City, Mo.

Ohio Promotes Conservation by In-Service Education *Carl S. Johnson¹*

Ohio has started a program of in-service education concerned with the use of the natural resources of each county. In the summer of 1946 the county superintendents of schools of Adams, Champaign, Coshocton, Guernsey, Jackson, Pickaway, Ross, and Union counties volunteered to make an experiment in in-service education in conservation, jointly sponsored by the state department of education and the Ohio Division of Conservation and Natural Resources, in co-operation with several other state agencies—the Agricultural Extension Service, Soil Conservation Service, Forestry Division, Geological Survey. It is of this program that Dr. Clyde Hissong, state superintendent of public instruction, said, "We feel that no educational program of which we have read or heard in any part of the country will measure up in educational significance to this new development in technique."

Many Results Immediate

The eight counties are planning or are already conducting in-service education for teachers. Some of the programs include every teacher in the county. Local resource experts

¹Co-ordinator, Conservation Education, Ohio State Department of Education and the Ohio Division of Conservation and Natural Resources.



Lack of soil conservation practices may result in serious erosion even on relatively flat land. In a single rain sheet erosion removed 1500 pounds of fertilizer per acre from this potato field and many tons of soil.



A forester teaches schoolmen to measure the value of growing timber on managed woodlands, a third session activity. "Conservation practices pay," was emphasized by examples throughout the programs. Photo taken on Blue Creek in Adams County.

— county agriculture agents, soil conservation men, foresters, geologists, game managers — are participating in planning and are giving instruction on specific problems. Civic groups are giving scholarships to teachers who wish to attend the summer Conservation Workshop, Ohio's school devoted to making teachers conservation conscious. The state department of education is planning to create a new position, Curriculum Supervisor of Conservation Education. Sportsmen's clubs are buying books and magazines for local schools. Bankers, businessmen, and civic leaders are asking to be included in the movement. In many schools a new importance has been given to conservation because of the administrator's renewed inspiration.

These are some of the outcomes of a program² begun in Sept., 1946 for school administrators and other leaders in eight Ohio counties. On the program, county superintendents have said, "For the first time my local administrators and I have a clear picture of the broad scope of conservation. Interests and concerns have been aroused in local administrators so that they want to continue the program to educate teachers. Conservation has become a topic for staff discussion in nearly all schools in my county." Typical of their comments is a letter from Supt. V. W. Barnes of Jackson County to Dr. Hissong: "I have

²A detailed report of Ohio's Experimental Program In-Service Education in Conservation is available from the author, Ohio State Department of Education, Columbus, Ohio.



A representative variety of community leadership learning the significance of plant indicators they have seen daily but had not understood. In this picture the Adams County group is learning the significance of hardy pioneer grasses occurring on severely depthed soils. The picture portrays the intense interest which school administrators showed. Key: (1) Agriculture Agent; (2) District Soil Conservationist; (3) State Supervisor of Conservation Education; (4) Farm Forester; (5) Superintendent; (6) Field Naturalist Arthur R. Harper; (7) Superintendent; (8) Teacher; (9) Soil Conservation Farm Planner; (10) Superintendent; (11) Teacher-Farmer; (12) Superintendent; (13) State Forester; (14) Superintendent; (15) County Superintendent; (16) Superintendent.

realized for a long time that our resources are being rapidly depleted, but this brief study has impressed the situation very firmly upon my mind; so firmly that I am going to do something about it. I plan, as a follow-up here, to use the theme of conservation at our annual meeting of boards of education in our county . . . (Jan. 10, 1947). A few weeks later, at a general teachers meeting (March 31, 1947), we shall use conservation as the theme around which our program will be developed. I have named a committee to work with me in formulating a plan of in-service education (in conservation) for teachers."

The Plan Evolved

Ohio has long been concerned about conservation education. Eight years ago, the state opened the first summer workshop on conservation. At this writing over a score of states are following that example. Ohio State University and Ohio University have initiated conservation courses for college students who desire to major in Conservation.

Previous efforts have been directed at the teacher. Only quite recently a number of people have concluded that the school ad-

ministrator is the key man for promoting new programs or for giving emphasis to certain objectives of education. The proponents of in-service education in conservation had teachers in mind but quickly acceded to the state-department-of-education men who advised that the success of any in-service-education program depended primarily upon first educating the school leaders.

Ohio is not one of the five states which require conservation education in public schools by law, nor is the state about to pass such legislation. We practice our beliefs in democracy in our program of instruction. The general code says that the school boards shall prescribe the course of study. Our boards know where the superintendent fits into the picture.

Accordingly, when the state department of education and the Ohio Division of Conservation and Natural Resources agreed to experiment with in-service education in conservation, it was agreed to begin with the local-school leaders. To this group we added other county leaders as well—bankers, businessmen, outstanding farmers, ministers, civic leaders, newspapermen, and representative conservation agencies.

Administrators Attended Schools

In each of the eight co-operating counties these men in the number of 400 attended a series of sessions throughout the fall months. Over 90 per cent of the school heads in the counties attended, three fourths of them regularly.

Each session started at 1:00 P.M., usually at a school, and included a 3½- to 4-hour field trip, dinner, and an evening meeting. The field trip was the main event and an example of "practicing what we preach." If schoolmen wish to cause others to believe that we learn best by doing, that first-hand-learning situations are desirable, that education should have functional objectives, and that schools should be conscious of the living problems of its community, we do so best by demonstration. A purposeful philosophy of education is seldom successfully taught by lectures even by the most scintillating of professors.

The first of the four-planned sessions dealt with the physical basis of the county's resources. Geologists from nearby colleges or universities, local geologists, or the program co-ordinator attempted in one carefully

planned field tour, to answer the question, "Of what is our county made, how were these materials deposited, and what relationships exist between these facts and the capability of our resources to produce wealth?" Mineral extraction, water conservation, and the formation of soil were additional topics for observation and discussion.

This was a heavy program, but no one presumed to teach conservation in order to make conservation experts of the participants. Rather, we sought to give an over-all picture of the many conservation problems, to indicate especially those specific to the county, to show the relationships between phases of conservation, to indicate the fields of learning which contribute useful understandings, to establish working relationships with the local experts, and to create and intensify concerns about the wise use of our natural resources.

The second session emphasized soil conservation — land use according to capability classification, the prevention of erosion, the retention of waters, the maintenance of productivity, the planning of farm units for the best use of every acre, the effects of soil management upon the health of urban as well as rural peoples. The third session taught forestry and woodlot management, aspects of wholesome outdoor recreation, and wildlife conservation, emphasizing that game is a by-product of plenty and showing the relationships of wildlife to the whole picture.

If a theme ran through the program it was this: *Conservation pays*. The economic implications interested school administrators. It was a schoolman who said at a fourth session, "The best use of every resource, of every acre of our country's land, means a higher-cash income, means better food from those acres, means higher valuations and tax revenue, a better living for everybody. And too it means better schools, higher salaries for teachers. And it is a guarantee that *all this* will be maintained indefinitely."

Local Men Instructors

Nearly all instruction was conducted by local resource men, county agents, soil-conservation men, foresters, and game-management experts in the state's division of conservation. These experts proved to school leaders, and to other county leadership as well, that local men are available who are both *willing* and *competent* to give instruction in conservation. The working relationships established between these conservation workers and school leaders will remain one of the most important outcomes of the program.

Problems Raised

The final session of this first phase of the program was a round-table discussion on implementation. In answer to the question "What can we do about conservation in our schools?", administrators and resource men made many suggestions. They were cognizant of practical problems which hinder effective teaching. They realized that teachers lack information and training and that they need in-service education. They called attention to the fact that most colleges completely ignore the subject;



"A portion of the eastern half of Adams County is underlain by an acid shale," becomes a never-to-be-forgotten understanding when seen. This is a typical first hand learning situation experienced during first sessions. This picture shows the Adams County group learning the physical structure of their county and the relationship thereof to the capability of resources. By examining an outcrop of Ohio Shale (Devonian) they see why it produces acid erodible soil and has no water storage capacity, etc.

that administrators have lacked both the knowledge and a feeling of responsibility for promoting conservation education; that the people as a whole, educators included, have not been aware of the urgent need for wiser use of resources; that many who profess an interest are concerned about a limited aspect of conservation; that conservation is misunderstood and misinterpreted; that there is a lack of source materials to help teachers understand the local conservation problems which they try to teach; that most printed materials are so general that people say, "Sure that happens elsewhere, but never right here." These are some of the problems we face in trying to promote more effective conservation education.

Suggestions Given

However, these same men made twice as many suggestions and plans as they had raised problems, and they committed themselves to try out some of their proposals. In brief, county-school leaders plan to continue to work co-operatively with local resource advisors and technicians. Local school heads intend to promote conservation education in their schools. They believe that all teachers should attend a series of sessions similar to those from which they themselves so benefited; that teachers together work out better teaching programs; that in teaching, more field work and other first-hand learning experiences should be used; that schools should have outdoor laboratories consisting of school forests, gardens, farms, nature study, and recreation areas; that adult education is needed. They insisted that the state department of education establish the office of Supervisor of Conservation Education. Furthermore, they agreed that conservation is a point of view and a way of living,

not a specific body of subject matter; that conservation education may be defined as, "the sum total of experiences, knowledge, habits, and attitudes which contribute to better living," and that teachers at all levels in all subjects can and should contribute to these attitudes and understandings.

An Observer Commended

Oliver Muser, assistant educational chief for the Milwaukee Region of the U. S. soil conservation service, attended several of the meetings with the co-ordinator, and the results he observed led him to write Dr. Hissong that he found the Ohio plan outstanding in three respects. First, it was aimed at key educators whose leadership and guidance is needed; second, that it made efficient use of the services of resource people; third, that it provided the services of a qualified co-ordinator to plan the courses, conduct the sessions, and evaluate the job done.

The Program Will Continue

On January 31 the eight county superintendents, together with an eight-man Advisory Committee, met with Dr. Hissong to evaluate the program and plan the future direction of state department of education efforts.

"We have only begun," was the consensus of schoolmen's opinions. "The conservation of our natural resources is a problem second in importance only to that of permanently establishing peaceful relations among nations. Our experimental program will not have been completed until we have provided in-service education in the conservation problems of our areas for every teacher in our systems."

The program will continue in the initial eight counties and will be extended to all other areas which request aid.

Keep in Touch With the Parents

John Erle Grinnell¹

Too often superintendents and boards of education are inclined to rest their public-relations case on a fairly adequate use of the more obvious means of interpreting the schools to the public, such as newspaper releases, school exhibits and demonstrations, and annual reports. These agencies are effective, but they are not adequate in an age requiring complete public comprehension and vigorous support.

The writer, along with others who have given attention for years to school public-relations programs, has always contended that all segments of the community should be reached by school-interpretation efforts. He has warned against appealing only to the parents of children in the schools. That warning was never meant to be a suggestion that efforts to win the wholehearted approval of parents should be decreased. It was meant rather to be a plea for extending the avenues of approach so that the more than 50 per cent of the people without children in the schools, as well as the parents of school children, should be won to championing the schools.

Let it be granted that parents of school children are still likely to be the most ardent partisans of good schools. And without detracting from an expanding program

for reaching everybody, let us consider carefully one of the best and most direct but perhaps the most neglected of ways to explain the school to parents—the letter. No school system is too large or too small for effective use of the letter to parents, and no public relations expenditure is more likely to pay better dividends in good will. It is a shortsighted policy to leave out of the budget an allowance for this important service.

Types of Letters

These letters may be and usually are of many different types from informal, long-hand, personal notes to parents about school children to impersonal, printed, informative letters to be inserted with report cards or announcements. The occasion for the letter may be the opening of school, a vacation period, health examinations, welcoming new children to the schools, school drives or innovations, changes in policy, summer plans, term grade reports, or for any of a multitude of what might be called “natural” reasons.

The number of parents (and others) to whom the letter goes and the amount of money available may determine whether the letter should be typed, mimeographed, or printed. One kind may be as effective as another, depending on the circumstances. In a small community the printed letter

will be rarely advisable and may even cause some adverse reaction on the grounds of expense. However, there will be times when an important cause felt deeply but only partly understood by the whole community will require a carefully prepared and widely circulated printed letter.

An excellent type of printed letter small enough to be folded and readily inserted with the child's first report card is here reproduced. Other similar letters follow throughout the year, each neatly printed, each in different color of ink, and each packed with essential information. Figure 1 shows pages 1 and 4, while Figure 2 shows pages 2 and 3. Fargo, N. D., with 3947 school children and about 35,000 population would be classified as a small city; yet no doubt cities much smaller—say as small as 5000—could afford such leaflet letters as this.

How They Should Be Written

The actual writing of the letters to patrons cannot be given too much attention. A few cautions and a few positive principles should be carefully observed. Among the cautions the following are of top importance:

1. Do not use the first person any more than is necessary for establishing an informal relationship. In letters that are not meant to be informal it is probably best not to use the

¹Dean of Instruction, Indiana State Teachers College, Terre Haute, Ind.

This leaflet is printed by the students of the Senior High School Printing classes, and is sent to you by your elected representatives, the members of the Fargo Board of Education.

Norman G. Tenneson, President
Mrs. W. E. Brentzel, Vice President
Ralph M. Ivers, Secretary
H. O. Anderson
Ward D. Briggs
Mrs. Emma C. Finsand
J. H. Lunday
R. Ottersten
George A. Soule

(CONTINUED)

do or what pupils receive. An enrollment drop of 400 decreases each teacher's load only two pupils and does not affect the total cost.

There remains an unpaid balance of \$37,000 on the Emerson H. Smith School, completed fifteen years ago. This will be retired in approximately equal amounts during the next five years. The bonds are not callable; and, bearing 4% interest they are not likely to be turned in ahead of maturity dates. There are no other debts outstanding.

Constant care is taken that administrative and other overhead costs do not consume too great a share of the annual budget. Instruction of boys and girls is the big work of the schools. Fargo follows the national pattern, devotes nearly three-fourths of the annual budget to instruction, the rest to heat, insurance, janitor service, and miscellaneous overhead.

Fargo Public Schools

October 19, 1945

To Parents:

As in former years, these leaflets will reach you with your child's report card. The same aim will prevail, that of giving you information concerning the operation of your public schools. They will always be brief, rarely exceeding 675 words in length; for we want you to read them as soon as you get them, and not postpone and forget.

It is hardly necessary to say that in 675 words no topic can be fully covered. In condensing, we may omit something that concerns you personally or in which you have more than an ordinary interest. If this happens, pay us a visit or write; and we shall make up for the oversight in conversation or a letter. Acquaintance is the basis of understanding. May we become even better acquainted this year.

Sincerely yours,

H. H. KIRK,
Superintendent.

FACTS AND FIGURES---1945

We enrolled 3947 children on the first day, 910 in senior high school, 997 in junior high schools, and 2040 in elementary schools. This average of 21 pupils per class-room teacher is low and indicates great opportunity for attention to individual needs. Many cities crowd class-rooms up to forty-five or fifty children.

Present enrollment exceeds last year's by 132, an increase of less than one child per teacher. In 1937, the total was \$239, or about 1300 more than now. Today's situation calls not so much for expansion of facilities as for modernization. Also, certain areas once residential have in ten years become commercialized or industrialized; and so we have the phenomenon of under-enrollment in certain buildings and “bunching” in others. This calls for temporary adjustments until we can discern definite trends in terms of returning population and residence construction.

There are 200 faculty members, and deducting those having supervisory or administrative duties, 187 give full time to teaching. There are twenty-four janitors and engineers. The city health department, comprising 15 technically trained persons, devotes half of its time to the schools. These 239 teachers, nurses, physicians, custodians, and engineers are all educators; for through them educational standards, standards of comfort and sanitation, and standards of health are met. Education proceeds best in buildings that are comfortable and sanitary, where nurses are zealously

watching physical welfare, and where teachers sympathetically endeavor to develop the entire child.

Your Board of Education has adopted a budget of \$624,646 for the year. In 1937-38, the year of heaviest enrollment, the total was \$450,762.63. Then it cost \$64,225.00 to heat buildings, keep them clean, and furnish towels, soap, water, and light. Today it costs \$82,375.00. Then it required \$13,500.00 to keep buildings painted and repaired. Today the cost is \$38,500.00.

That year it required \$321,650 to finance faculty salaries and the many articles such as books, rubber bands, modeling clay, paper, and library paste, that are used by teachers and children. Today the figure is \$445,515.00. That year the board spent \$20,233.87 for such items as furniture, added equipment for class-rooms, and improvements to sites and to buildings. Today the corresponding figure is \$38,000.00. These facts are presented so that you may know that it costs more today for everything that makes schools cost money, that buildings grow older and become more expensive to maintain, that newer and better materials of education—visual aids, for example—come into the scheme of things and cost money, and that, if we are not to stagnate, we must meet the cost of progress.

To educate each child enrolled this year will cost roughly \$160.00. This figure, called the per capita cost, is not a reliable index of what schools (OVER)

Fig. 1. Fourth and first pages of a circular letter which produced excellent results in Fargo, North Dakota.

Fig. 2. Second and third pages of a circular letter sent by Superintendent Kirk to Fargo parents.

ited in tone. Graphs should be used if the circulation is great enough. The letter in Figures 1 and 2 is illustrative of the easy style.

Figures 3 and 4 illustrate a brisk, factual style that can be read and digested readily and yet is in no sense talking down to the people who read it. It also illustrates an effective use of figures and graphs to make the point clearer.

Figure 5 shows the inside of a printed letter circulated by Supt. McCombs of Des Moines, Iowa. The first page has merely the injunction "Let's Give the Children a Break!" printed in attractive script and at the bottom of the page the source and date of the letter.

When Letters Should Be Written

Individual letters must be written throughout the year. Usually not enough such letters are written. All requests for information should be answered promptly, informally, and courteously. In some cases, form letters can be prepared to explain a marking system, to satisfy queries about health examinations and policies, or to provide required information about other school activities. However, most of the letters which come to the desk of the superintendent or principal should be answered with a promptly written personal letter. Complaints should be answered as promptly and as graciously as invitations or praise. In such letters, if a child is being discussed, the name of the child should be used rather than "your son" or "your daughter." It establishes a closer bond between writer and reader.

In addition to these personal letters there should be nonpersonal letters giving information. These should go out periodically throughout the year. The opening of school may occasion several of them; the first report cards will provide a suitable occasion for another; school demonstrations, exhibits, or entertainments will give further

opportunity. Hearing or sight testing or other health services certainly should call forth a carefully written letter. An alert superintendent will find ample occasion and will make occasion when none is obvious. Such a letter as the following, taking the parent into partnership, is an illustration in point.

JOSEPHINE F. WILBUR SCHOOL
Little Compton, R. I.

September 8, 1941

DEAR PARENT:

You and your son, John, have chosen the college preparatory or academic course of study. Therefore, in order that we fulfill the requirements as set by our leading colleges, your son will have to study every day. The amount of home study will vary with the individual program, the ease or hardness of the work, and other like

factors. However, it is necessary for the student to establish definite study habits. Parents may aid in this by seeing to it that the student gets down to business right at the beginning.

Please feel free to ask any questions that you might have. My teachers and I could often be of much more help to parents and pupils if they consulted with us in the early stages rather than waiting until the close of the school year.

Sincerely,

CHARLES B. LEONARD
Superintendent of Schools

Throughout the year the superintendent who properly values the good will of parents and beyond them the whole community will see to it that the knotfiest problems, the greatest needs, the best services of his schools will be known and appreciated by his people through the always effective medium of letters.

A Case for Primary Schools

Fred W. Hosler¹ and J. Chester Swanson²

We will define primary schools as schools which provide a program for the lower elementary grades, in general, kindergarten through grade three. The primary school will be housed in a small building and very close to the residences of its pupils, a neighborhood school.

There are many who will say that the junior high school was born from the pressure due to overcrowded high schools; that the philosophy of the junior high school resulted from a necessity to justify a new administrative unit. We are certain that the increased enrollments in the high school of the post World War I period did focus attention on a new administrative unit, but

¹Superintendent of Schools, Allentown, Pa.

²Director of Planning & Instruction, Allentown, Pa.

the junior high school, as an administrative unit, is certainly based on a specific philosophy of education which did not exist before the junior high schools were developed. This picture of the development of the junior high school program is given because there is a relation between its development and the possible development in the near future of primary schools in our city school systems.

We are entering a period of increased elementary school enrollments, as a result of a national increase in births which began in 1939 and in 1946 was, in general, 50 per cent above that of the middle 1930's. Those who are planning educational programs are aware of this increase and are planning to handle the increased enroll-

ments as they appear. This condition is causing us to rethink our elementary school program. The result of this rethinking is causing us in Allentown to accept a new philosophy of education in regard to the program for kindergarten through grade three. We are accepting a philosophy of the neighborhood or primary school.

We have accepted for many years the basic principle of larger and larger elementary school units. This was accepted in an endeavor to justify more and better supervision and to provide specialization in music, art, testing, homogeneous grouping, etc. It was recognized that this made the children walk greater distances, and the larger enrollments made the school more impersonal to both pupils and parents. This

To Parents: Vacation is over and school has started again. Now you will be sharing your children with us for more than twenty-five per cent of every school day! How can we work together for the best interests of this precious human cargo, for your children are our children!

Our Part:

All schools are in good sanitary condition. DDT has been sprayed in all corridors, entries, cafeterias and kitchens as a precautionary measure. FLIES and other insect pests are a menace.

A physician, as director of health, supervises the physical welfare of the pupils. Seven part-time assistant physicians, 21 nurses and a director of physical education, help safeguard the children.

Reading, writing and arithmetic will be taught better than ever as essential equipment for all citizens.

Trained teachers will use available scientific research to teach certain knowledges and skills so your child may live intelligently in an atomic world.

The schools will do much to teach love, justice, honesty and fair play, the basis of good citizenship.

Books, audio-visual aids, projects and plans, bus trips, and various educational materials are available for constant use.

Your Part:

See that your child has plenty of sleep at regular hours. Fatigue slows down all his faculties.

Feed him as good food as you can afford—a balanced diet. Be sure he eats an adequate breakfast in leisurely fashion. He must start the day right!

Instill on clean hands before touching food.

Take extra good care of his teeth. This is important!

Keep a sick child at home.

Keep your child happy. Morale is a tremendous factor in his success.

Set your clocks right. Few tardies are the fault of the children. A tardy child is often emotionally upset for the rest of the day.

See that he leaves home early enough to arrive at school promptly without hurrying. A tired pupil is in no condition to work.

Instruct your child to come directly home after school.

What We Can Do Together:

We can have the same objectives—the children's welfare.

We can consult with each other, teachers, parents, nurses, superintendent.

We can make the child understand that school is his business!

We can help train the youngsters to meet life squarely and face its issues with courage. They must learn to give and take.

We can stimulate good thinking habits. We want the pupils to succeed. Failures double the cost of education and cut morale in two.

We can inspire high ideals by example and precept.

We can work for better school legislation. It will affect your child.

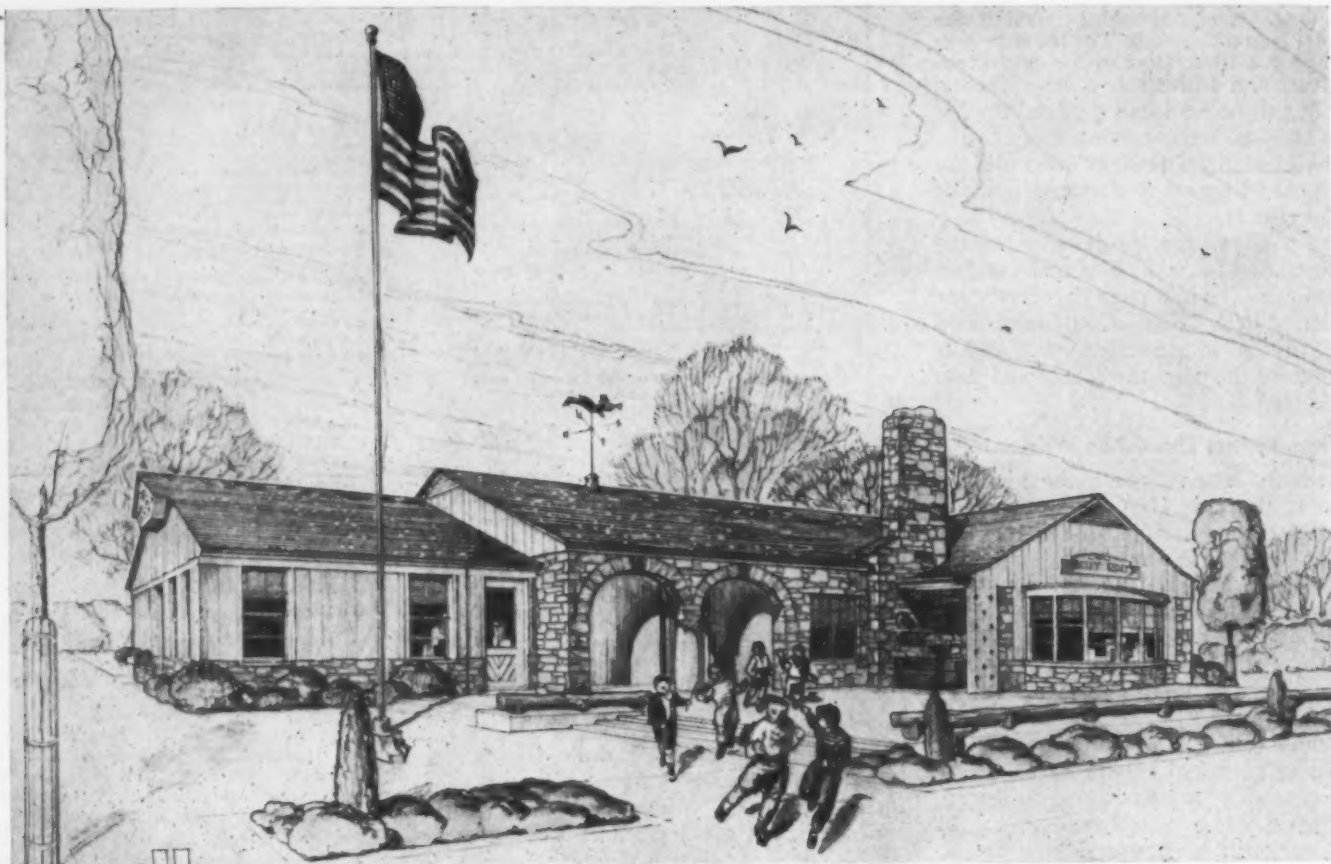
We can teach the children the art of getting along together, the science of human relationships.

We can get acquainted! Some parents never visit school until trouble arises. Do visit us soon. We'll like each other! We have a mutual friend—your child!

THE SCHOOLS BELONG TO YOU

J. B. Leonard Superintendent

Fig. 5. An effective circular issued in the fall of 1946 to the parents of Des Moines, Iowa, children.



Architect's sketch of a Primary School to be erected in Allentown, Pennsylvania. — Heyl, Bond & Miller, Architects, Allentown.

factor was considered the price which was necessary to pay for the "production-line" type of efficiency which was our aim.

We now reverse our thinking and accept and recommend a program to provide small instructional units. The reversal is not based on any single condition, but on a series of factors. The following are some of these factors which have caused this reversal in our basic ideas of efficient instruction at the elementary level.

We no longer hold the theory of homogeneous grouping so sacred. It has its virtues; it also has its limitations. It is particularly true that homogeneous grouping is not so necessary or advisable in the lower grade levels. This factor lessens the necessity of a large administrative unit in line with our previous reasoning. We no longer accept the idea that it is necessary or advisable to have a specialist to provide instruction in music and art in the lower grade levels. This again decreases the case for large elementary schools. We believe that the salary schedule in cities and in other areas where primary schools might apply is rapidly reaching a level where good teachers will be available for small units. The factor of good teachers also makes it less necessary to have the greater supervision which was an aim of the larger units. The above factors are negative factors, but they do lessen the case for larger units. The case for neighborhood or primary schools is equally well built on posi-

tive factors for the small lower grade administrative units.

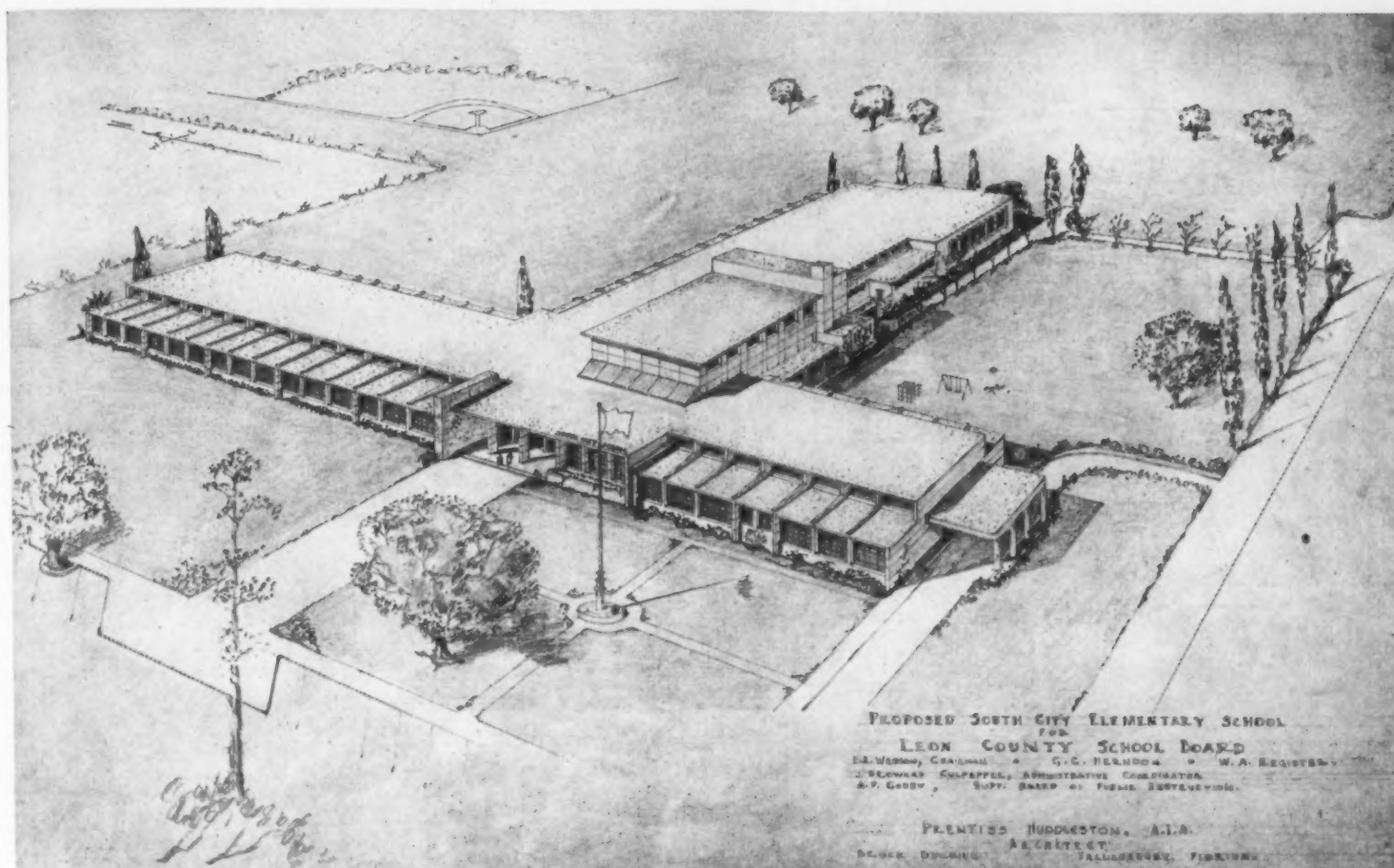
A major advantage of the small primary school is that it may be made an integral part of a residential area. It may be built as a part of the residential area in keeping with the type of architecture and general planning of the area. It will be very close to the homes of the children, it is accessible to the parents, and its facilities may be used by a comparatively small homogeneous residential area. The school, being small, can be made less institutional in size and scale and program. Visitation by teachers to homes, as well as by parents to school, will be very easy under such conditions. Every teacher may know a great deal about each child and his home. All of these factors thus tend to reduce the gap between the home and the young child. This makes it a neighborhood school.

There are financial advantages to the small school. The small school needs less land. It can be built of one story height with no basement and heated with automatic type of furnace. Catering to very small children, it will be possible to reduce the ceiling height of the rooms. With the size of the building it may be possible to use a matron instead of an engineer-custodian. This matron could help with the general school program as well as to provide a clean and attractive building. It will not be necessary to provide a lunchroom for such a building because of the easy access

between the home and the school. With considerable thinking on the part of the architect and school administrators, this school in its construction and operation should provide smaller unit costs.

We have begun the primary school program in Allentown by operating such units in residential areas in existing buildings. We plan to continue this condition until we can build schools in these areas. We already, with very limited experience, have found that the negative and positive factors which have been mentioned in this article create a tremendous interest and enthusiasm on the part of parents where the program is established. We already have a distinct realization that we could not reverse the planning for primary schools, even if we so desired, because of the interest and enthusiasm manifested by parents for these schools. Community groups have spontaneously grown up around these small schools. The activities of these groups have been vigorous, but most worth while.

We believe that the development of a philosophy to justify small administrative units of the type we have described is a very desirable progress in educational planning. We recommend that school systems consider such units, and we believe in a few years a distinctive program will be developed for these lower grades and make it possible for students and parents to start school relationships in a happier manner than has been possible in larger elementary schools.



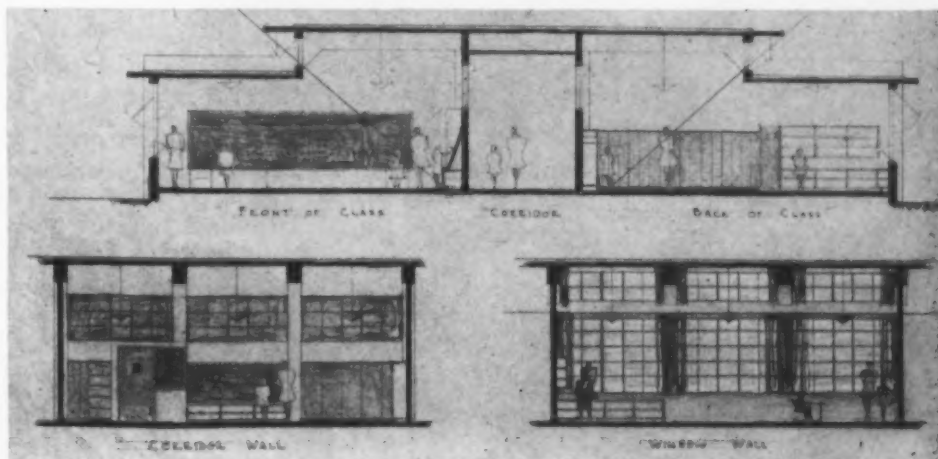
Airplane Perspective of the Proposed South City Elementary School, Tallahassee, Florida. — Prentiss Huddleston, Architect, Tallahassee, Florida.

A Centralized Elementary School

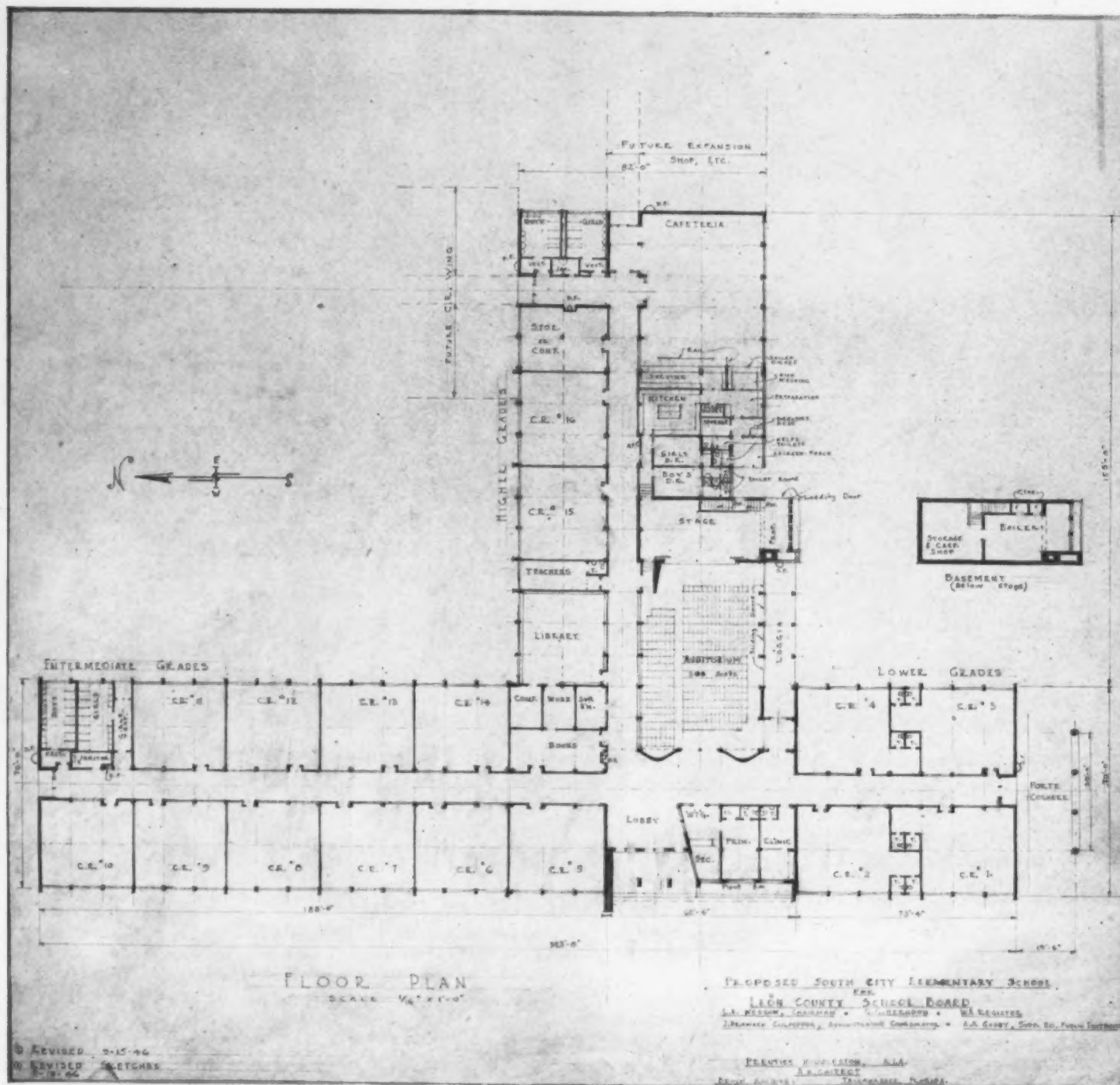
South City Elementary School Tallahassee, Florida

The Leon County, Fla., board of education has accepted for erection at Tallahassee, the plans for a complete elementary school building to serve the south end of the city and an adjoining rural area. The letting of contracts has been deferred for the time being because the bids received in the spring ran some 30 per cent above the earlier estimates.

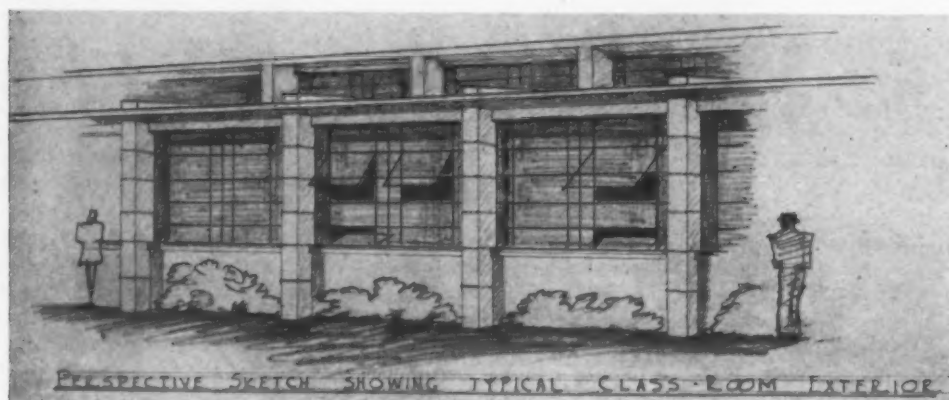
The building is to be of the one-story type so widely accepted in Florida and is to be built with concrete structural elements. The plan is in the shape of a huge letter T, with a complete principal's suite, a health and nurse's room, four primary rooms with separate toilets, and a bus-loading platform to the right of the main entrance. The intermediate-grade rooms, two large toilet rooms, and a book room are to occupy the left wing. The general-purpose rooms, two classrooms, toilets, and women-teachers' room occupy the rear wing. The auditorium-activity room is planned to seat 300 children in movable seating and may be entered from two corridors or from a loggia. Large sliding doors are provided on the loggia side and the opposite corridor side of the room



Section of a typical classroom and elevations. Top Left, front of the classroom. Top Right, back of the classroom. Lower Left, corridor wall. Lower Right, window wall. The section makes clear the usefulness of the clerestory windows in providing added illumination for the inside areas of the classroom. The clerestory windows as well as the corridor windows and the top half of the regular windows are pivoted to allow for free movement of air through the entire room.



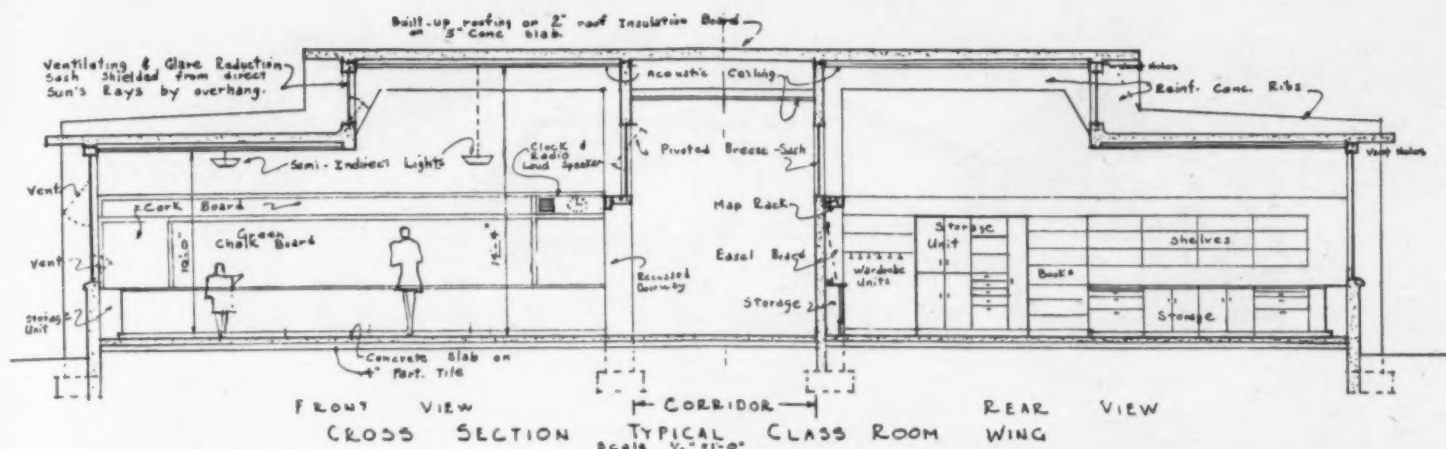
Main Floor Plan of the Proposed South City Elementary School, Tallahassee, Florida. The arrangement permits of centralizing the administration of the school, the adult use of the auditorium and of the library from spaces adjoining the front entrance and the main lobby.



for free air movement during hot weather. The stage which has an arch 24 feet wide and 16 feet high is planned for the more limited types of projects in which younger children can most profitably participate. The entire room is to be used for play and physical activities when weather conditions require.

At the extreme end of the wing a cafeteria, with kitchen and serving tables, food storage room, etc., has been arranged. A library, the

Details of a typical classroom exterior showing the arrangement of the main windows and of the clerestory windows.



size of a classroom, is planned near the intersection of the three wings as the academic nerve center of the instructional program.

The classrooms which measure about 30 feet in length and 27½ feet in width, are to be 10 feet high, one-half their width adjoining the outer walls, and 14 ft. 4 in. high from the clerestory windows to the corridor walls. The top and bottom units of the outside windows, the clerestory windows and the corridor windows are to be pivoted for cross ventilation. Each room is to be equipped with built-in wardrobe unit, storage units, bookcases, tilted

easel boards, green chalk and cork boards, semi-indirect lighting units, and a complete public-address outlet, clock, and bell signal.

The construction is to be of permanent concrete with all roofs carried on reinforced concrete ribs. The classroom, auditorium, and corridor ceilings will be insulated and faced with an acoustic material. In the activity room, toilets, and at other points of contact the wainscoting will be glazed tile. All floors will be carried on concrete slab. The exterior finish will be concrete, a frank expression of the construction and use of the building.

"The remainder of this subsection will be devoted to a presentation of the basic elements which must be understood in order to evaluate objectively the environment as it is related to visual comfort and efficiency. Following the presentation of these basic elements, practical procedures for the conditioning of the environment for visual comfort and efficiency will be suggested."

That the Standards Committee really reorganized the guide in so far as lighting is concerned will be quite evident to those familiar with the past attitude of the Council on this subject. Whereas previously the attitude of the Council has been passive, if not negative, with regards to the modernization of recommended lighting practices, it is obvious that now the Council has stepped into a position of dominant leadership in this field. It has made available the first guide to the attainment of a desirable visual environment in the classroom which is based upon the over-all brightness environment rather than solely upon the narrower concept of visibility.²

Ratios and Intensities

The subsection is a challenge to those who are reluctant to come to grips with the fundamental factor of *brightness difference* within the surrounding and peripheral fields, sometimes referred to as *brightness ratio*, simply because it presents a complex problem.³ In the interest of careful and correct thinking, it must be kept in mind that the fact remains undisputed that any brightness in the visual field higher than the average brightness of the task is bad. The guide bases its suggestions in part upon this fundamental and fully accepted fact. The "Recommended Brightness-Differences" established will have a profound influence upon classroom design and utilization.

With regard to Recommended Intensities, the guide states: "Some research results indicate that there are visual tasks which require 100 foot-candles, and above, for optimum visual efficiency. However, for tasks common to schoolrooms, intensities of from 20 to 40 foot-candles are practically available today and are considered to satisfy visual requirements in a balanced-brightness environment." With this information given in addition to the Recommended Brightness-Differences, specific limits (some being minimum, some maximum) are established for the guidance of the qualified school planner for the following factors:

(Concluded on page 90)

²"Visibility Levels — Discussion, Illuminating Engineering," XLII, 234, Feb., 1947.

³"The Relation Between Illumination and Vision — Discussion, Illuminating Engineering," XLI, 565, July, 1946.

Conditioning Schoolrooms for Visual Comfort and Efficiency

William G. Darley*

At the twenty-third annual meeting of the National Council on Schoolhouse Construction held in Jackson, Miss., in October of 1946, the Standards Committee of the Council was authorized to issue a first edition of a new version of the *Council Standards*. The *Standards*, which have been available in printed form since 1930, have been revised and enlarged from year to year. Until the 1946 revision, however, they had not deviated greatly from a series of positive statements or directives which left little freedom for designers to tailor their plans to fit local requirements and conditions. It was found that the minimum standards given tended to become maximum practice. Hence a designer could comply with the letter of the standards and miss the spirit of functional planning to house comprehensive programs of school and community services.

The new edition, titled "Guide for Planning School Plants,"¹ is not a statement of *standards*, but is a set of *Principles and Objectives* for planning school facilities. It is believed that this guide will induce comprehensive and creative thinking by school administrators and architects; and point out the pitfalls of poor design which might follow the discarding of restraints imposed by specific standards. It is thought that creative designers might find new, ingenious, and economical means of complying with the objectives of good planning.

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¹Available at \$1 from H. C. Headden, State Department of Education, Nashville, Tenn.

The subsection of the guide dealing with lighting is appropriately titled, "Conditioning Schoolrooms for Visual Comfort and Efficiency." The following quotation from the introduction of this subsection will give an idea as to the freshness of viewpoint and scope of this particular part of the Guide:

Scope of Suggested Principles

"More recent emphasis advanced by students of the seeing-in-the-schoolroom problem has broadened considerably from the narrow foot-candle concept. The relationships of brightness, brightness differences, and total visual fields have supplanted the elementary discussions of foot-candle standards. The problem has shifted from 'how much light should we have' to 'how well can we see.' The relative importance of the factors which constitute a good visual environment in schools has been modified from the realm of opinion centering about light quantity recommendations to the more educationally acceptable concern about the positive correlation between good seeing conditions and the conservation of human resources. The philosophy of those who would attempt to claim material educational growth based solely on increased quantities of light at desk-top level has been abandoned for a more acceptable approach which takes into consideration the entire visual environment as it affects the physical, mental, and emotional welfare of students.



The Exterior Design is simple and expressive of use.

Wauzeka's New Community Building

Harry C. Craig¹

The people of such prosperous and populous communities surrounding Wauzeka, as Prairie du Chien (population 5000) and Boscobel (population 2500), and the latter one of the biggest business centers of the southwest section of the State of Wisconsin, have been remarking "How can Wauzeka with only 500 people and an assessed valuation of less than \$500,000 afford such a building as their new community hall and offices? We haven't anything as good."

The history of the building goes back a few years when the needs of the people, especially the school, made such a building a "must." The man who pushed the plan through was Joseph Doll, head of the local cheese-box factory and a man of considerable wealth and influence. He persuaded the people of the village and school district (which are two names

for one population) to vote for such a building. And he backed up his dream with his own money and personal services. There has not yet been a reckoning of the cost of the building, but it runs something over \$40,000 with Doll contributing somewhere between \$10,000 and \$15,000—he refuses to tell the amount if he knows it.

The auditorium is 56 by 108 ft. in size, with steel arches supporting the roof that reaches a peak at 24 feet. A small stage, dressing rooms, and showers are at the north end, with a kitchen, lobby, ticket office and toilets at the south. A moving-picture projection room is built over the lobby. The main floor is 54 by 80 feet, laid out for basketball. The floor is an innovation for these parts. The subfloor is solid concrete, with a layer of composition over it. And this is topped by end-grain maple flooring laid without nails and held in place

by the composition and flat steel tongues in the wood crosswise of the floor. A very complete lighting system is in use.

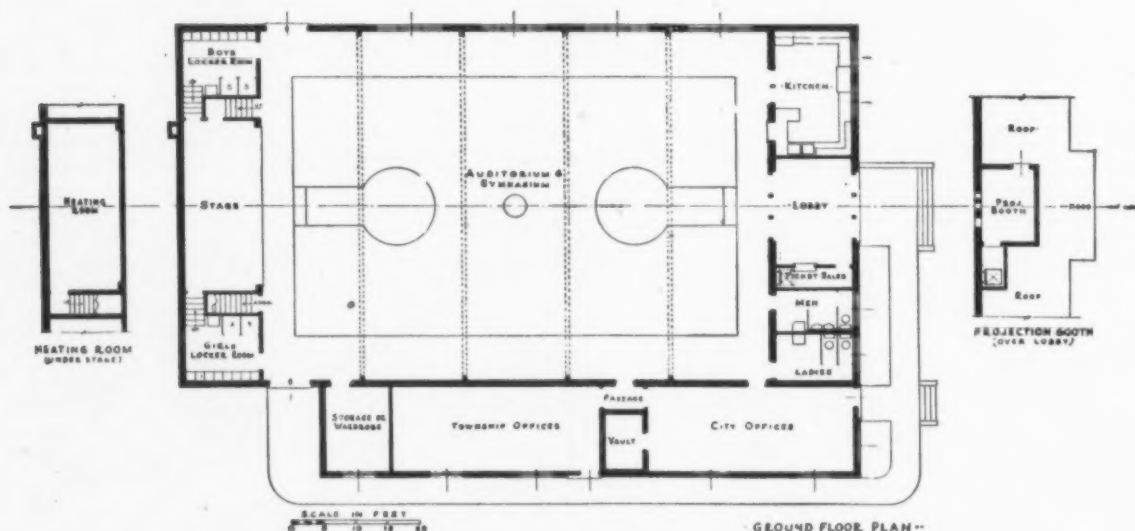
One-story offices for the village and for storage rooms are built on one side of the building, making the full ground-floor width 70 feet.

The heating plant is of the forced-air type, with fuel oil. It is very efficient, being able to bring the temperature to 72 degrees on any winter day in less than an hour. It is located under the stage. The plant can also be used for air conditioning. The walls are of cinder-type blocks and bear no weight of the roof.

The school district has first claim on the building, using it for functions, basketball, physical education, and school-band events. The local Legion Post, the churches, the local fire company, and societies can use it when not claimed by the school. A charge plan is being worked out to help bear the upkeep expense. The school board and the village have named representatives to administer the business.

The village has contributed about \$17,000—\$10,000 of it bonds, and the school district \$7,000, partly bonds.

¹Editor, *The Wauzeka Chief*.



Floor Plan of the Wauzeka Community Building.

Adapting the School Plant to Broader Service

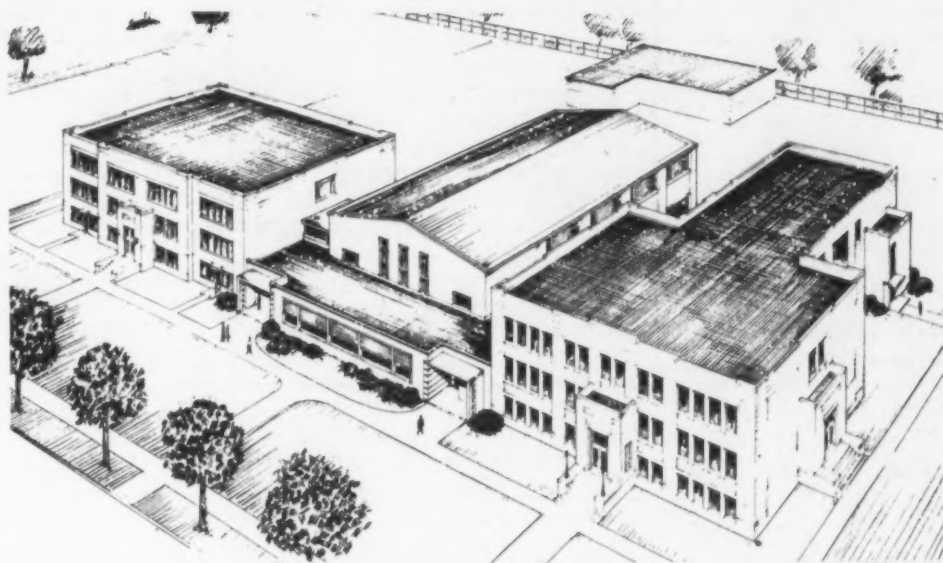
Enlargement of Windsor, Colo., High School

The Windsor high schools serve a stable agricultural community designed legally as Consolidated School District No. 4, Wild County. The school plant which consists of separate buildings for Grades 7 to 9, and Grades 10 to 12, houses a school organization that meets all the state requirements and is fully accredited.

It became evident several years ago that these buildings, which are in good condition physically, no longer served the educational program of the school district and that to meet both the needs of the day-school students and of the adult community a number of additions should be made. The taxpayers of the district on April 25, 1947, approved a bond issue of \$175,000 to put the recommendations of the board of education and of Supt. George E. Tozer into effect.

Previous to the election a complete study of the proposed expansion of the school program and of the necessary building facilities was made, and architects Atchison & Kloverstrom, of Denver, were employed to draw preliminary sketches for a building which would to the best possible extent provide the newly needed instructional areas and the service rooms, without disturbing more than the minimum of the existing buildings.

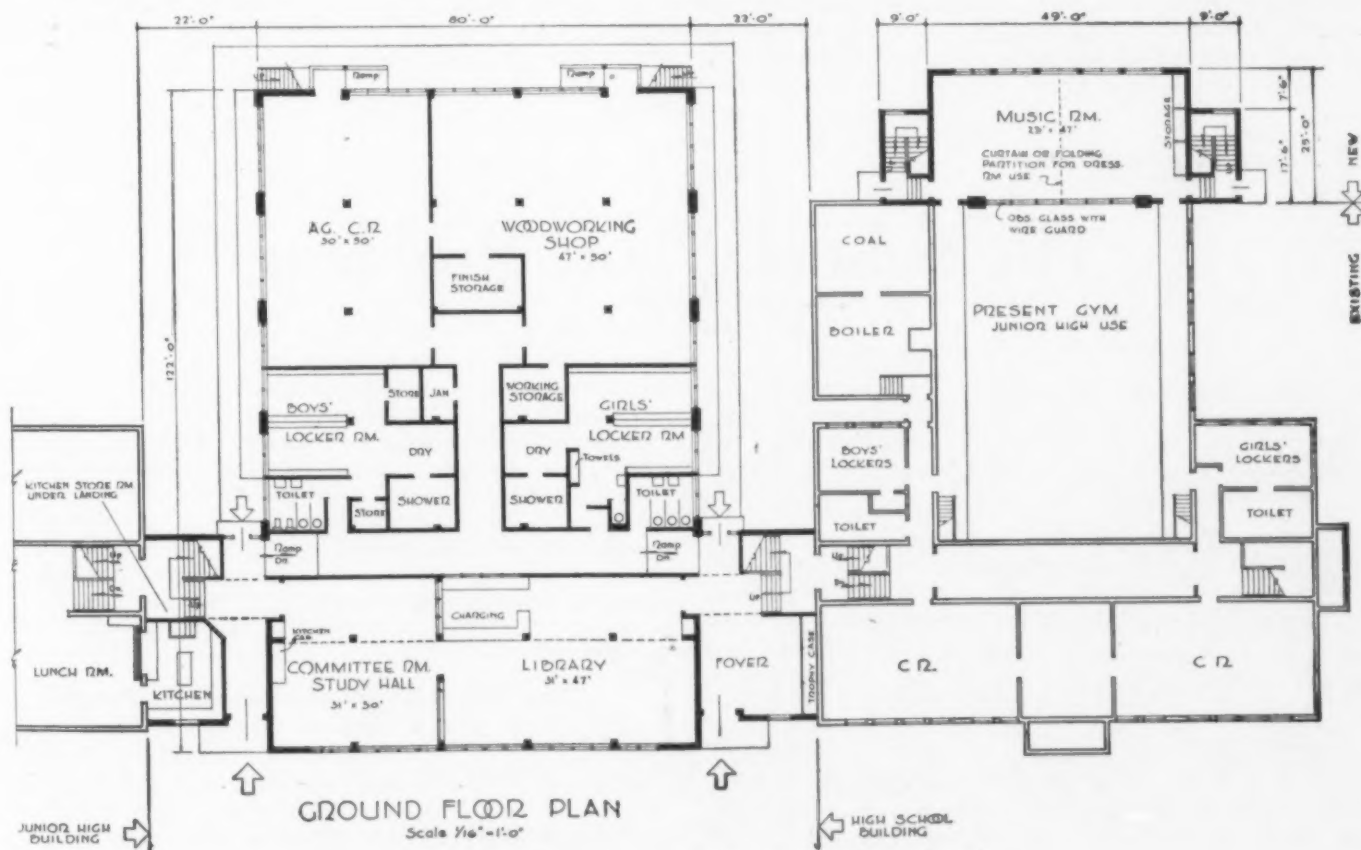
The new construction consists essentially of a gymnasium building which will join the



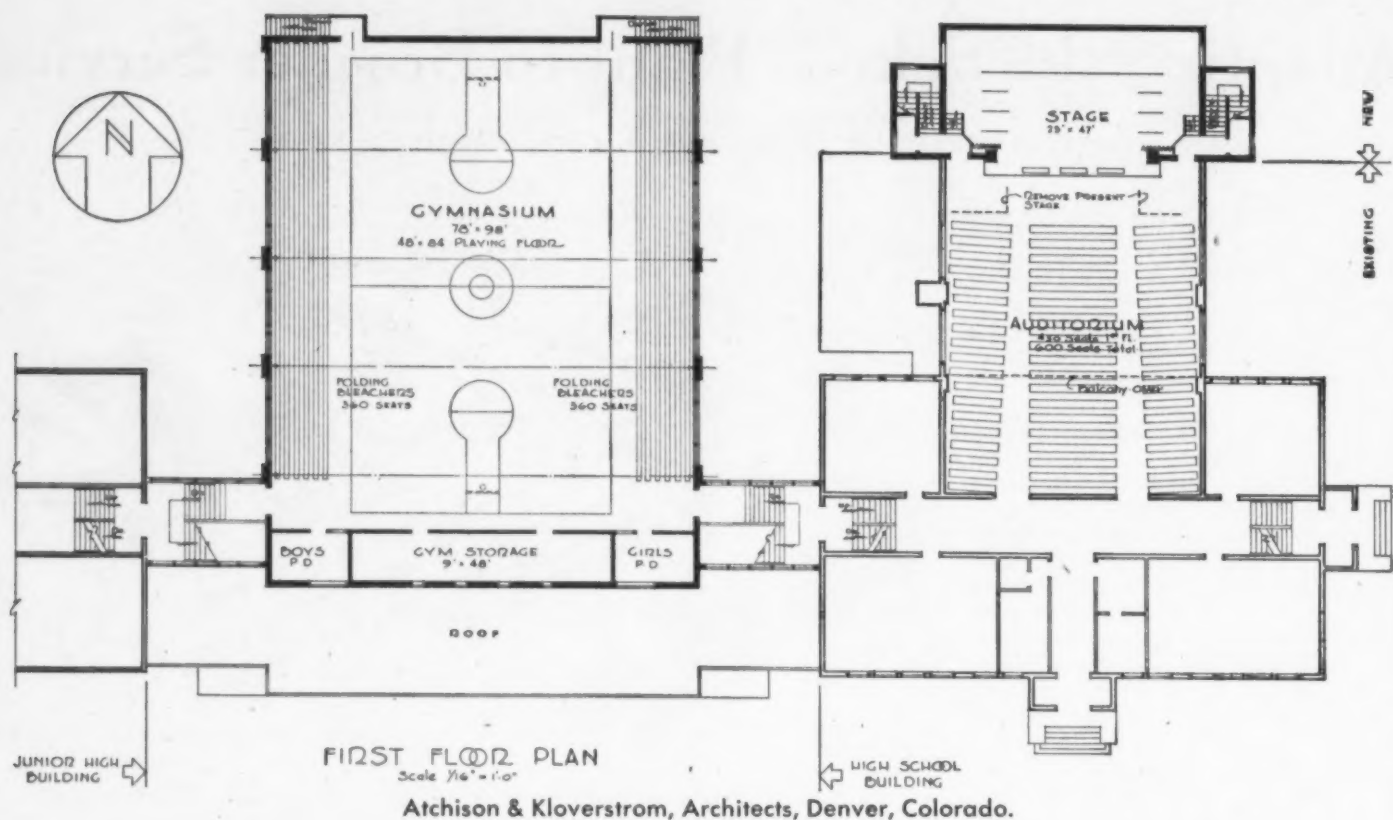
Architects' Perspective of Additions, Windsor High School, Windsor, Colorado. Atchison & Kloverstrom, Architects, Denver, Colorado.

senior and the junior high school structures. This building will include on the ground floor a small clubroom and study hall and a library measuring 31 by 47 ft. These rooms will be accessible to adult users and will be fitted for

use by P.T.A. and other groups. At the rear will be placed a woodworking shop and a classroom for the agricultural department. The locker, shower, drying and toilet rooms will be placed midway between the front and rear,



Atchison & Kloverstrom, Architects, Denver, Colorado.



and will be accessible by stairs to the gymnasium. On the first floor will be placed a gymnasium measuring 78 by 98 ft., fitted with two sets of folding bleachers to seat 360 persons each. A storage room and offices for the boys' and girls' physical directors will adjoin the gymnasium.

The auditorium of the existing high school building will be enlarged by the addition of a full-size stage, measuring 21 by 47 ft. and

fitted with a cyclorama and complete lighting. Underneath the stage adjoining the old gymnasium will be placed a music room. This space will also be used in a secondary way for dressing-room purposes when dramatic productions are presented.

The new shop areas will make possible the development of an expanded vocational-education program particularly suited to the rural-community needs. The new library will have

ample shelf space and furniture so that the school may comply fully with the North Central requirements.

It is planned that the existing school garage will be converted after a year or two into an agricultural shop where automobiles, trucks, and farm machinery can be brought in for repair. A new garage for housing the school buses and for servicing them will be erected.

Word From Washington—

The School-Plant Problem

Elaine Exton

Unless school administrators and board members begin soon to plan how best to accommodate the record enrollments anticipated in the 1950's and 1960's they may find themselves in a plight similar to that of the Old Woman Who Lived in a Shoe and "had so many children she didn't know what to do."

The Bumper Crop of Babies

"Economic recovery, war-induced prosperity, and special psychological factors attending the induction and release of men from the armed forces, have contributed to raise the national birth rate 36 per cent above the low point registered in 1933. . . . The upswing in the birth rate during this 13-year period (1933-46) has yielded a total of 4,000,000 more babies than would have been born had the rate remained at the 1933 level." This "war and postwar harvest of babies" reported in the May, 1947, *Statistical Bulletin* of the Metropolitan Life Insurance Co. is the precursor of peak school enrollments that will pose special school-building problems for American education during the next decade. As the majority of these babies reach school age

previous elementary and secondary school enrollment records will be shattered.

Public elementary schools are even now experiencing an upsurge in school population due to this bumper crop of babies. It is expected that there will be an additional 644,000 children in elementary grades this autumn when school bells have rung for an estimated 25,734,000 youngsters between the ages of 5 to 17 inclusive. U. S. Office of Education estimates for the coming school year place the total public elementary school enrollment at 20,004,000, the total public high school enrollment at 5,730,000, or about 3000 fewer high school pupils than last year.

High Birth Rates and Peak School Enrollments

On the basis of U. S. Office of Education estimates backed by U. S. Bureau of the Census figures it is possible to forecast some overall future school population trends. The highest public elementary school enrollment we have ever had in this country was 21,278,593 pupils in the school year 1929-30. This will probably be topped in

1950-51. The number of students in public elementary schools is calculated at 23,298,999 for the school year 1951-52, the first record year for which an exact estimate is available, and will have swelled to 25,106,317 by 1955-56, the last year for which estimates at this grade level have been compiled. Ten years earlier, in 1945-46, an estimated 18,576,910 children were enrolled in public elementary schools.

The highest public secondary school enrollment in United States educational history occurred in 1940-41 when 6,713,913 pupils were in attendance. This record will be surpassed in 1955-56 when an enrollment of 6,922,390 is predicted. Public high school pupils are expected to number 8,274,624 in 1959-60, the latest year for which such data is obtainable. The 1945-46 enrollment is estimated at 5,709,987 students.

"The number of children eligible to enter high school will decrease this year and next, but thereafter the trend will be reversed as increasing numbers of children attain age 14. . . . This increase will parallel the upward trend for the 6 year-old, but with a lag of 8 years. Thus in 1953, when a peak of new admissions may be expected in the elementary schools, those eligible for high school will have increased by only 6 per cent as compared with the figure for 1945. Thereafter, however, the number of children attaining age 14 will increase rapidly up to 1961, when there will be almost 50 per cent more of these children than there were in 1945." This is the conclusion of an article entitled "School-Age Population to Reach New High" appearing in the June 1947 issue of the *Statistical Bulletin* published by the Metropolitan Life Insurance Co.

Rising School Population Boosts School-Building Needs

The rising attendance in public elementary schools due to the increased birth rates which started from a low of 2,081,232 in 1933 and reached a peak of 3,260,000 in 1946 has a very direct bearing on school-building needs. As these children reach school age in the early 50's about a 50 per cent increase in school admissions over the enrollment low of 17,665,594 pupils in 1944-45 can be expected, and this development alone, which does not take into account such factors as deterioration of existing structures and changing curricular programs, will necessitate at least 50 per cent more space for educational facilities.

According to U. S. Office of Education estimates, public high school enrollments will reach 8,275,000 in 1960, about a 50 per cent increase over the low year 1943-44 when 5,553,520 students were enrolled. School-building needs will increase at a corresponding rate, about 50 per cent more space being required to provide for this school-population growth.

If anything, these figures understate the situation. This is particularly true because of the growing tendency for a greater proportion of the population to attend school than formerly, especially at the high school level. The following statistics culled from the U. S. Bureau of the Census illustrate the trend towards more universal education: "In 1900, only 63 per cent of the children 6-17 years of age were attending school. By 1930, school attendance of this group was up to 85.6 per cent. In recent years school attendance of the 6 through 17-year-olds has hovered around 90 per cent. In 1940, it was 87.5 per cent; and a sample survey conducted by the census bureau as of October 1945 showed that about 91 per cent of children 6 through 17 years of age were in the classroom."

Public school enrollments will also be augmented by stricter enforcement of compulsory school-attendance laws. This can be expected as school systems overcome wartime personnel shortages and are able to hire the visiting teachers and school attendance officers they require.

Backlog in School Construction

But swollen school enrollments only tell a part of the story of school-building needs. Of even greater urgency is the deficit in school construction that has piled up during the war years because of lack of materials and skilled labor and the necessity for diverting critical supplies to speed the war effort.

Moreover, the reorganization of local school administrative units and the consolidation of one-room rural schools were interrupted by wartime conditions making it impossible to provide adequate build-

ings when consolidation took place and to purchase the buses necessary to transport the children. As the movement to consolidate rural schools once more gains momentum, it is essential that many outmoded schoolhouses be replaced by modern consolidated school plants.

U. S. Office of Education estimates based on 1940 cost levels indicate that during the period July 1, 1940 to July 1, 1947 there developed a backlog of well over a billion dollars that would have been spent on school land, buildings, and equipment had the war not happened. This figure is predicated on the prewar school population and does not include the additional educational facilities needed to take care of the anticipated enrollment increases already discussed, nor does this cover the funds necessary to maintain obsolescent school buildings in use until new ones can be erected.

As Ray L. Hamon points out in his article "Billions Needed for Postwar Schools" in the *Nation's Schools* for March 1945: "The average annual expenditure for public elementary and secondary school plants from 1920 to 1940 was approximately \$270,000,000, varying from a 35-year low of \$59,000,000 in 1934 to an all-time high of \$434,000,000 in 1925. If this average had been maintained from 1941 through 1952, about \$3,200,000,000 would have been spent for public elementary and secondary school plants during the 12 years.

"Based on actual figures to date and estimates of construction from now (1945) to 1947, however, only about \$800,000,000 will have been spent for public elementary and secondary school plants from 1941 to 1947. This leaves a \$2,400,000,000 program for the five-year period of 1948 through 1952 in order to compensate for postponed construction." It should be noted, however, that there has been a material increase in construction costs since the above estimates were made. At present cost levels a substantially larger sum of money will need to be expended in order to meet these schoolhousing requirements.

Cost of a Nationwide School-Building Program

Last February, in his series of articles on "The Crisis in American Education," Dr. Benjamin Fine, Education Editor of the *New York Times*, reported: "An immediate postwar building program, to cost in the neighborhood of \$5,000,000,000, is necessary to improve the schoolhouses of the land. During the depression little except W.P.A. work was done. Since the war all construction has stopped. Even necessary repairs were omitted. As a result, the school buildings of the nation are in a shocking state of neglect. . . . Despite the desperate need, construction programs have bogged down to a virtual standstill. . . . The excessive cost of labor and materials have made it impossible for school systems to rebuild. . . . Eleven (state) commissioners (of education) listed the construction of their school buildings as the greatest need at this time for the improvement of education in their states."

On July 3-4, 1947, at a meeting in Oxford, Ohio, attended by representative educators from 45 states, the National Conference for the Improvement of Teaching¹ urged an expenditure of \$10,000,000,000 for school facilities over a ten-year period. Warning that between 50 per cent and 75 per cent of all school buildings are obsolete and should be replaced, the Conference concluded: "The ravages of the elements, use, and obsolescence, coupled with a rapid population shift in many places, have brought on a crisis in schoolhousing which will necessitate an annual expenditure in the United States of at least one billion dollars a year for the next decade to even catch up with the lag!"

Many communities will not be able to provide the needed schoolhousing facilities without state and federal assistance. Several states—for example, Washington and Maryland—have recently provided substantial funds for assisting school districts in construction, but there are some states that will be unable to raise enough money locally to provide this aid. At the present time there are no federal funds available for the construction of new school plants.

Thus far this article has presented some overall trends affecting school-building needs and some overall estimates of the total nationwide expenditures considered necessary for school construction. Conditions vary in different sections of the country and some local deviations can be expected. It is hoped this information will provide

¹Sponsored by the National Commission on Teacher Education and Professional Standards of the National Education Association.

useful background for interpreting local schoolhousing conditions and will challenge school officials who have not yet done so to make careful studies of their own school-building situation to include estimates of school-attendance changes for some years ahead and to investigate the extent of obsolescence of school plants, the need for new structures in developing residential areas, building redevelopment programs required to meet modern educational needs.

The remainder of the article makes reference to some of the school-plant services available from the U. S. Office of Education and calls attention to some useful guides for mapping out school-construction programs.

School-Plant Services of the U. S. Office of Education

Two school-plant specialists on the staff of the U. S. Office of Education are available as consultants to state and local school systems and for participating in school-building conferences: Dr. Ray L. Hamon, chief of the school housing section, and Dr. N. E. Viles, specialist for school-plant management. Their services may be requested through state departments of education.

The school housing section is conferring regularly with school officials in the planning and development of remodeling and rehabilitation programs to provide: (1) added safety for pupils, (2) improved health protective features, (3) modifications to meet curriculum changes, (4) increased property protection, (5) better plant operation.

Pointers on School Building and Remodeling Programs

Trends in planning school facilities are toward larger grounds and classrooms, better lighting—both natural and artificial—and greater use of pastel shades in interior decoration. The office of education's school housing section stresses that local school administrative units should avail themselves of the planning services of their respective state departments of education and of the consultative services available from leading universities. Co-operative planning between educators and architects in working out specifications for new school buildings is also strongly urged.

The school housing section realizes that some buildings urgently needed to relieve unhealthful, unsafe, or extremely overcrowded conditions must be erected regardless of cost, but otherwise counsels deferring for another year, or at least six months, in the hope that prices will come down, school construction projects that can safely be postponed. In addition it cautions school administrators to consider carefully the danger of absorbing all of their available funds in one building without ample study of their overall school construction needs during the next few years.

Because under existing conditions it is not possible to erect all the new buildings desired, this section advises that rehabilitation and modernization of school facilities undertaken to make possible the continued use of existing structures while high costs prevail should be carried out on the basis of a planned program taking into account such factors as long-time use, cost of repairs, future pupil enrollment trends, and other pertinent matters.

The section also emphasizes that new buildings should be designed and old structures reconditioned in so far as possible to meet the standards set up by the National Fire Protection Association as printed in the most current edition of the *Building Exits Code*.²

Recommendations of the School-Building Group of the National Conference for the Improvement of Teaching

One of the 20 groups that discussed ways for the improvement of teaching at the recent, previously mentioned Conference at Oxford, Ohio, devoted its time to a consideration of "school buildings and equipment to serve modern educational needs." This group, headed by Glenn T. Wilson, superintendent of schools of Greeley, Colo., and president of the Colorado education association, drew up the 14 points

that follow to guide school administrators in correcting present schoolhousing deficiencies and developing an effective long-range building program:

"1. That the first step in any building plan should be to determine the 'educational program of the school' so that the building may be constructed to fit the needs of the community;

"2. That the services of a trained consultant in school-building planning should be obtained by the board of education;

"3. That the entire staff, teaching and nonteaching, should have a part in planning buildings and choosing equipment;

"4. That a citizens' advisory committee may be helpful in co-operative planning (in a democratic society, pupils also may well have a part in planning buildings);

"5. That school authorities recognize that buildings and equipment become obsolete rapidly due to changing educational programs and to increased knowledge of what constitutes a good school plant;

"6. That an architect, well versed in school planning, be employed and that he be supplied with the educational specifications by the school authorities;

"7. That school authorities investigate the new development of the 'community center' type school;

"8. That departments of education of all states should have divisions of school planning with competent consultants (these divisions should have power to set standards, provide inspection, require compliance with regulations, and require performance tests);

"9. That the installation of germicidal lamps, aerosol generators, and other like equipment be made only by competent technical engineers who will provide necessary maintenance to eliminate possible hazards (the installation of many of these new developments should wait the outcome of studies now under way, however, it would be desirable to prepare for the future installation of this new type equipment by providing conduit, recesses, and plumbing);

"10. That classrooms be designed both in size and position in the building according to their anticipated use rather than that they be standardized, and that careful thought be given to the laboratory type of classroom;

"11. That it be recognized that the library is the nerve center of the modern school program, and as such should include conference rooms, work room, storage for audio-visual aids, visual viewing rooms, listening tables, and recorders as well as books;

"12. That the custodian of the modern school plant is so important that more attention should be given to his selection and training;

"13. That a handbook on the use of modern school facilities be provided for teachers;

"14. That since the elementary school plant is generally in poorer condition than the secondary school, it should receive major attention. (The Group condemns the practice of turning the old high school plant over to the elementary use.)"

Guide for Planning School Plants Issued by National Council on Schoolhouse Construction

School administrators will find many useful ideas in the "Guide for Planning School Plants" published as Part II of the *Proceedings of the National Council on Schoolhouse Construction for 1946*³ which sets forth numerous suggestions, principles, and objectives for planning elementary and secondary school facilities. The material is organized in seven sections dealing with these topics: I. relationship of program and plant; II. site selection and development; III. general characteristics of the building; IV. instructional rooms and their equipment; V. general facilities, as administrative offices, auditoriums, school library, food arrangements; VI. service facilities, as audio-visual and communication, fire protection, heating and ventilating; VII. accessory facilities, as school-bus garages, school-community canneries, school-camp sites.

²Copies may be purchased at \$1 each from the National Fire Protection Association at 60 Batterymarch Street, Boston, Mass.

³Single copies are priced at \$1 each and may be purchased through H. C. Headden, Secretary-Treasurer, National Council on Schoolhouse Construction, 211 War Memorial Building, Nashville 3, Tenn.



Bachelor or Married Man as Small-Town Superintendent?

L. A. Zeliff¹

The unmarried superintendent is an enigma to school boards. They are tremendously concerned that the unmarried administrator will not "live like other people" or fit into the community life. Business and professional men look askance at him because they have a selfish desire for the patronage which families inevitably provide. A young bachelor will be tolerated, but an older man who stubbornly refuses to enter the conjugal state receives little sympathy or consideration. A bachelor is considered "odd" or "peculiar," vain, selfish, and even a delinquent member of society. His conduct is avidly checked by matrons and scandalmongers for surreptitious moral behavior.

No other personage is subjected to so much scrutiny for turpitude as the superintendent of schools, and he is continually under the critical eyes of the self-appointed guardians of community morals. In many small schools an unwritten code has been developed for him to follow which includes a ban on innocent pastimes and recreations. A double standard has been set up, one for the school administrator and another for the "mill run" of men.

However, few superintendents chafe under silly and ridiculous limitations of personal conduct. They use good judgment; they are educated, intelligent, good citizens and, with infinitesimally few exceptions, live impeccable private lives. The solid element in convention cities always welcome meetings of school executives, and no other professional group reflects more the value of decency and culture. Only extremely backward communities fail to allow a superintendent the freedom accorded other men unless he is guilty of vice.

The Young Superintendent

School boards sometimes employ an unmarried superintendent, a principal, or a male teacher to increase the supply of eligible bachelors. In such a case, the young administrator soon finds himself the object of discerning feminine eyes. He is conspicuous in a new community, and his qualifications as a probable husband will be carefully evaluated by the opposite sex. If he is friendly and unselfish, and possesses a good personality, and most superintendents possess these characteristics, there will be keen rivalry among the young women for his attention. Mothers with marriageable daughters and other solicitous matchmakers will at once begin the favorite sport of intriguing him into matrimony. Some will be more aggressive than others, and he must tactfully resist their schemes to inveigle him into an unwise choice. He will be invited to dinners that are classics of culinary art; his name will head the guest lists for social gatherings; every opportunity will be provided for him to select a sweetheart while interested spectators observe the course of events. It is at this point that he must use caution, sound judgment, and tact.

¹Kansas City, Mo.

Choosing Feminine Friends

Unless an unmarried administrator wishes to invite difficulties, he should never go out with his teachers, pupils, or the feminine members of the school board. If he selects one, the others will smoulder in anger or envy, and he will lose the respect and friendship of those discarded. If the one chosen proves undesirable and he attempts to select another, he will suddenly learn the truth of the adage that "hell has no fury like a woman scorned." A school administrator reveals a serious weakness if he selects a pupil as his sweetheart, thereby betraying the confidence of parents who entrust their immature children to his care.

In choosing feminine friends with matrimonial intent, it is more politic to select them entirely outside school personnel. In every community there are many eligible, educated, and competent women who are in every way desirable friends and matrimonial prospects.

He should always use good judgment and avoid the slightest appearance of ungentlemanly conduct with the opposite sex. If he confines his amorous search among those of marriageable age and of good character, most communities will allow him the freedom of choice so necessary in this most important concern of life.

The Superintendent's Social Life

A school administrator is held in high esteem because he is usually one of the most highly educated men in the community. He is rated with those in the highest social, financial—many far above him financially—and business circles; he is usually included on committees for strictly social functions, civic improvements, or for the entertainment of visiting dignitaries. If he enjoys publicity, many opportunities for leadership will present themselves. News of his activities is always welcomed by the local newspapers. If he is an entertaining public speaker—and practice should make him one—and likes people, he will be a welcome guest of professional, civic, and business organizations. The ability to make an effective and inspiring public address is an invaluable asset for the school administrator, and most men who advance professionally are good speakers. By these means the superintendent forms friendships and makes contacts which are instrumental in success.

Social life in a small town is often informal and democratic. The superintendent will be "rushed" for membership in clubs and other groups, but he must use good judgment and tact in accepting or declining invitations.

Since most social groups are organized by women and social events are planned by wives, the single superintendent will soon find embarrassment by not having a wife to help in his social life. Many enjoyable social occasions will be denied the bachelor, and as he gets older he will find himself in social oblivion.

Life in a small community can be dull, uninteresting, and uninspiring unless the superintendent has a wife as partner in social activities. Most women do not like an aging bachelor and look upon him with scorn. He may have a feminine friend for companionship, but most women rightfully frown upon this arrangement if long continued.

Some Disadvantages of Single Living

At the beginning of his career a school administrator should carefully consider the expediency of celibate life. By not maintaining a home, he must be a paying guest in another's domicile, and frequently he will encounter inconvenient and even primitive means of caring for personal needs. If the community does not have a water and sewerage system and electric light—and some small towns do not—he is denied the comforts of modern living. Many rented rooms do not have sufficient heat and light, and few school buildings are comfortably heated after school hours; consequently, he is forced to spend evenings and week ends with the village loafers, thereby losing valuable time that should be devoted to useful and intellectually satisfying reading, study, and planning. He must also patronize public eating houses where the food is not always palatable or does not meet dietary requirements. As a result, nervous and digestive disorders impair seriously his efficiency. The duties of a superintendent take a heavy toll of energy, and he needs good food and comfortable living quarters to maintain his professional standard of efficiency.

Only bankers and tax collectors may know the incomes of business and professional men, but the salary of a school superintendent is public information, and he is often considered legitimate prey for funds to finance local business enterprises, civic activities, and charitable organizations, and he will be solicited with the brazenness that would cause a hijacker to blush. In too many communities the superintendency is still a "political plum," and the superintendent is expected to "keep up his political fences." Polite firmness with a few unreasonable leeches will develop wholesome respect. Taxes, community responsibilities, and living expenses take a heavy toll, and he should not impair his personal finances by unreasonable gifts. Some local activities must be supported by voluntary action, but he should use good judgment, and most communities will accept his decisions.

The Superintendent's Wife

Unless a superintendent's home life is amicable, happy and tranquil, he is destined to fail. If irritating and aggravating domestic discord is added to his perplexing school problems, he cannot maintain the poise, affability, and self-respect necessary to function efficiently. If his wife is a congenial companion and sympathetic partner, many bewildering and distracting problems will disappear by their mutual counseling and inspiration.

His wife should be a "good mixer" and possess ability to make friends. She should know people and be able to recognize their faults and suspicions, and should not be offended at their impolitic behavior. All do not have the tremendous advantage of a college education or the stabilizing influence of a cultured and happy home. Much has been achieved toward an ideal of intelligent living, but much must still be done before

(Concluded on page 86)

The American **School Board Journal**

A Monthly Periodical of School Administration

Edited by

Wm. Geo. Bruce and Wm. C. Bruce

A MALIGNED DEVICE

THE committee is the most effective and widely used device for the study of social and governmental problems, for development of policies, plans, legislation for evaluation of work. In school administration and in fact in all education, it is rare that problems are left to individual study and decision.

The criticisms of the committee plan have been based upon the experience of some individuals and have overlooked the fact that no better means exist of informing boards of education, of helping them master intricate situations, and of finding solutions for complicated problems. The rightly conducted committee allows for free and frank discussion; it allows opposing individuals and groups to speak their minds and in the democratic process of give and take to compose differences and to find acceptable compromises. Possibly, the committee plan would be more respected if committees did a better job of reporting.

The techniques of committee work are too rarely analyzed and studied. Too many school executives feel that they must dominate the discussion; some enter a committee with a conclusion already drawn and are afraid to reverse themselves because they may lose face. There is a wide difference in the types of committees and consequently in their techniques of doing business. The professional committee which is exploring a problem in education and which is made up of individuals of different rank in the hierarchy of the school staff is altogether different in tone and approach from the school-board committee, made up of laymen and seeking to master a problem which has already passed the scrutiny of its executive.

The board of education has a responsibility in asking that its executives have considerable skill in committee work. To the superintendent and the business manager a knowledge of committee techniques and considerable skill in leading committees is as important as is skill in the examination of witnesses for a lawyer. Good committee technique means not merely keeping ultimate purposes in mind; it means economy in time, continuous search for the one best solution of a problem, and respect for democratic processes. It means too the recording of essential facts and of significant alternate proposals so that a "look at the record" will help later in making a committee recommendation effective.

The recent war could not have been fought effectively if the newer government

agencies in Washington had not developed to the n'th degree the committee method of solving new problems. The records of their achievements, if studied, would provide valuable materials for bettering the techniques of all committee work of public administrative groups.

A PERIOD OF SCHOOL DISTRICT REORGANIZATION

THE later years of the war and these early peace years will be recorded as a period in which the reorganization of rural school districts received a new and perhaps its greatest momentum. The difficulties of finding teachers, of financing the small schools, and the drift in population—all outcomes of the war—finally caused widespread action toward the solution of a problem long recognized by school administrators but widely neglected by state legislatures. It is a curious fact that most of the active work is being done in the North Central States where the one-teacher school district system has persisted.

In 1947, the task of reorganization is being approached with far better understanding of the purposes to be achieved than were the attempts at consolidation at the turn of the century. The traditional idea that the schools belong to the people of a community and must be kept close to them, continues to be recognized. But the notion of the small farm neighborhood as the unit for a school has given way to the idea of a larger rural community which is a much larger social and economic unit with all the needed facilities for communication and transportation, production and trade, and a certain degree of cultural self-sufficiency. The error of the old motive of economy which saw in a two- or four-teacher school a saving of salaries and of building maintenance, has been realized. It is well understood now that broadened instructional services are only possible where enough children and enough taxable wealth are brought together to provide a program with twelve years of instruction, housed in one or two central high schools, and if need be, in scattered elementary schools. For economy and a balanced program, research has shown that the high school seems to need a population of at least 300 children to draw from, and the grades need 700 pupils. And for adequate administration and supervision the rural school district must be of a size to permit of adequate support and of the arrangement of attendance units requiring travel distances of not more than 15 miles for the high school children. School districts meeting all these requirements are quite impossible in many rural situations, but they can be approached as practical ideals.

While a broad series of principles which should underlie both state and local reorganization is well understood, the effectiveness of the movements in the several states varies considerably according to the

temper of the state governments, the sparsity of population, economic conditions, and the leadership which the state school departments have been able to bring to bear in breaking down local traditions and antagonistic interests. Unquestionably, Illinois with its eight thousand districts is most widely aware of its problem and is giving promise of doing a thorough job of meeting local situations. Wisconsin is doggedly combining districts wherever its lame legislation permits the state department or the county superintendents to close a school and to combine districts. One model high school centralization planned for a community in the center of the state was voted down in July. Kansas is undergoing a second major process of reorganization made possible by a new law which recognizes the temper of the people and the wide variations in population and terrain. The present program will perhaps require a third complete program five or ten years hence. In Nebraska, consolidations are based almost entirely on necessity. The state needs a thorough modernization of its district-organization laws and of its plan of state support. Iowa is moving forward very satisfactorily on the basis of local discontent with existing consolidations which are seen to be too limited and which have given the people a glimpse of school advantages enjoyed in the larger towns.

Every state needs a series of criteria, like those proposed for Illinois by Professors Sumption and Beem, that will set a mark of efficiency to be attained in both the setup of administrative and attendance districts. If the new districts set up in these years have the vitality of the original one-room school districts, they will last many years, and the school situation will be frozen for decades to come. Every state needs the leadership and the active work of the state school-board association in this job of reorganization. City board members should contribute as much as rural members for the simple reason that the cities have a stake in any reorganization program. The greater the efficiency and economy in the rural schools, the greater the likelihood that city schools also will improve.

THOSE HIGHER SALARIES

MUCH of the publicity given to the teacher problem in recent years has centered about the idea that the schools cannot do a satisfactory job of education because the salaries paid are so low. Unless the teachers are voted large increases, it has been held, the schools will continue to lose teachers and the whole system will be condemned to a shallow mediocrity which will be reflected in a mediocre citizenship for generations to come.

With the opening of schools in September, the teachers are to enjoy new, high-salary schedules that are away above any amounts that could be envisioned even a

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decade ago. School boards, local taxing authorities, and state legislatures have found new and vastly greater tax sources that have surpassed even the hopes of the professional organizations; state minimums of \$2,400 have been set in a dozen states, and in some cases have been supplemented by compulsory yearly increases for continued service; cities and towns, so far uncounted, have improved the local service conditions by allowances for illness, by increases on the mere basis of experience and added increases for further professional study. Even the privileges of resigning before the completion of contracts have been liberalized.

The question may well be asked by the school boards: Will the teaching services be improved in keeping with the new salaries and the greatly improved security of the profession? Will there be a new dedication to the task of educating for American citizenship and the democratic way of life, for adjustment to the good life, and to the ultimate destiny of man? Will there be mere teaching of subject matter and the development of immediate skills, or will there be an effective effort to set up lasting attitudes and serious purposes worthy of our great heritage? Will the school boards support their executives and supervisory staffs to bring about such achievements? Or will the implied promises of higher levels of professional devotion soon be forgotten?

DALLAS SCHOOLS SEPARATE FROM MUNICIPALITY

THE action of Dallas, Tex., voters who in August separated the school district from the municipality and agreed that the school board should have authority to adopt its budget and to fix its tax levy, is an event in city school administration worthy of notice. The Dallas city govern-

ment and the schools have been operating under a tax limitation of \$2.50 on the \$100 valuation, and the schools have been receiving 86 cents of a combined rate of \$2.46. In the future the schools may levy as much as \$1.25, and the city will have its full limit of \$2.50. The schools have set their levy for 1947-48 at one dollar in order to meet the increased salary schedule.

The fiscal independence of city school districts was a hot problem more than twenty years ago, and is again coming to the fore in cities in Connecticut, Kentucky, and New York State where there has been constant interference in school finances by the municipal executives. Today, as 20 years ago, experts in municipal government are holding that appointed school boards cannot be trusted with fiscal powers because they are too far removed from the control of the voter and taxpayer. And the old error that the common council or a political budget commission has a better overview of local conditions, the tax abilities of real estate, and business, continues to be urged.

The fact that in literally hundreds of cities the school boards have during all these years levied taxes for schools, without waste or extravagance and mostly without undue increases in the school rates, has been entirely overlooked. It is quite correct to say that the independent school boards have been fully as conservative in their requests for local tax funds as have been the dependent boards. Frasier, in 1925, found from a study of large city school systems that the best administered are run by the fiscally independent school boards, and we have no evidence that the situation has changed.

SAFETY IN SCHOOLS

ACCIDENTS are the causes of more deaths of children between the ages of one and twenty years than any one of the

infectious diseases. According to the U. S. Children's Bureau, accidental deaths have been reduced very little in number during the past two decades, while the mortality of children's diseases has been cut steadily through better medical service and closer supervision of all health conditions. In only one group — Negro girls between the ages of fifteen and nineteen — disease, particularly tuberculosis, take a higher toll than accidents.

The schools can perhaps do little to immediately influence the number of accidents among preschool children, but they are in excellent position to warn children against the dangers of traffic, of food poisoning, of burns in the kitchen, of improper use of farm machinery, of fire arms, of falls on walkways and stairs. The schools can build up attitudes, and provide knowledge to prevent particularly home and street accidents, drowning, and automobile injuries. Safety courses are already a part of elementary and secondary school programs. The present need is to greatly improve and intensify them.

The picture of child labor and youth employment that has emerged in this first year of peace shows that this country has a long way to go before the needs of its young people in this field are fully met. There are still many gaps in the legal protection of young workers that should be bridged. There are still many gaps in the opportunities open to young people for the education essential for their development, for the counseling that will help them plan their vocations wisely, for the help they should have in establishing themselves in jobs. Community action is vitally needed to deal with these problems and to utilize all possible resources to meet them.

— Beatrice McConnell.

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Springfield Records Progress

The public schools of Springfield, Mass., under the direction of Supt. Alden H. Blankenship, have engaged in seven major undertakings during the school year 1946-47, all designed to improve the services for the children of the community. Supt. Blankenship reports in brief as follows:

"1. *Survey of individual staff members for suggestions on how to improve the Springfield schools.* This was done by asking first the general office staff to individually summarize the suggestions which they thought were most important in considering ways of improving the Springfield schools. The same procedure was followed with principals and with teachers. Suggestions from each group were then summarized by the Research Department and returned with the request that they make a priority rating of each item, setting up four possible ratings: (1) things that needed immediate attention; (2) those that were important but would take a longer period of time for planning and organizing; (3) those that were still important but which could be put off until last; (4) those suggestions which were not important. They were also asked to indicate whether or not the suggestion was feasible in the present situation or not feasible. The outgrowth of this was a summary of 50 to 75 items which received the highest priority by all members of the staff. These items will be used as a basis for planning our program ahead. A number of the suggestions have been carried through but others will take a longer period of time. Suggestions from the PTA groups in each of the schools were solicited through the Parent-Teacher Council."

Mr. Blankenship has had some very interesting suggestions from parent-teacher groups. He believes that this priority list gives a good starting point for the various phases of program improvement by indicating the interest of the individuals in certain areas where the beginnings can best be made.

"2. *Cumulative record system.* As a result of a lot of study, discussion, and hard work, a new cumulative folder type record system has been set up for the Springfield schools. A large committee did the major part of the work in the area. They presented their materials to principals, supervisors, teachers, and other staff members and asked for suggestions at different stages. The new cumulative record will be adopted on an experimental basis for one year in grades kindergarten through ten. Then at the end of the year an evaluation will be made which will indicate whether or not any additional improvements are needed before the cumulative record is permanently adopted. This type of record will tend to standardize some of the information for the whole school system and at the same time offer enough flexibility to provide opportunities for individual student records in the various buildings.

"3. *Workshop for administrators.* A workshop has been established for all of the central office staff and the principals and assistant principals of all the secondary schools. It is planned that this will be extended next year to include all elementary principals. Part of the workshop schedule has been carried on during the February vacation and the April

vacation, the most of it being done after school is out in the summer and again before school starts in the fall. The workshop groups are concentrating their attention on the major problems that seem important to all, a good share of which have grown out of the suggestions received from all of the various staff members. The administrative staff members and principals seemed to have thoroughly enjoyed the workshop because it gave them an opportunity to share their thinking with others, to get better acquainted with each other, and to plan together for the improvement of the Springfield schools."

4. *Rules and regulations revised.* The School Committee has revised its rules and regulations to meet present conditions and improved policies of administration.

5. *Personnel policies.* The personnel policies are being revised and reprinted. They represent the new liberal attitudes of the Committee. The present plan is to organize them in a loose leaf folder so that when future changes are made it will not be necessary to reprint the whole booklet immediately.

"6. *Music program.* The members of the School Committee and the administrative staff are interested in improving the music program throughout the system. One of the first steps taken is the addition of a new music supervisor for the city. This position has been vacant since 1941 although Springfield has had during this period of time an assistant supervisor in charge of elementary music. The new director will have an opportunity to co-ordinate the whole program from the elementary school through the secondary schools.

"7. *Salary schedule.* The new salary schedule went into effect on April 1, 1947. Basically it is still the single salary schedule with a temporary cost of living made a permanent part of the schedule and an average annual increase of \$500 per teacher included. This makes a new minimum for a bachelor's degree and two years of experience of \$2,416 with a maximum of \$3,816. The minimum for a master's degree with two years of experience is \$2,566 with a maximum of \$4,216. The new maximum for the sixth year level is \$4,416. Annual increments are \$100."

U. S. OFFICE OF EDUCATION ACTIVITIES

U. S. commissioner of education John W. Studebaker has announced that the annual appropriation of \$255,000 which has been added to the monies available to the office will be spent in strengthening three aspects of the service program of the office.

The first additional work to be undertaken will be the improvement of the teaching of democratic citizenship on the elementary and secondary school levels. Dr. Studebaker holds that this should especially emphasize the meaning of democracy and the dangerous alternatives presented by totalitarian governments. The international responsibility of the United States necessarily becomes a part of the program.

The second sphere of emphasis to be given by the office will be education in science and mathematics. The instruction in these fields

ASSOCIATE COMMISSIONER OF EDUCATION APPOINTED

The appointment of Edwin H. Miner of Fairfield, Vt., as associate commissioner of education has been announced by Dr. John W. Studebaker.



Edwin H. Miner

Miner comes to the Office of Education after a fine record of service in the United States Army Education Program, where he was in charge of developing plans and programs of the Armed Forces Institute. He was previously connected with public schools in New England and was recently superintendent of schools at Wellesley, Mass. He holds a bachelor's degree received at Dartmouth, a master's at Teachers College, Columbia University, and has done two years of work toward the doctorate at the University of Pennsylvania.

at the high school level is to be particularly encouraged.

The third and last field of work is education for health and physical fitness and is an indirect result of the experiences of the recent war. Dr. Studebaker holds that there should be definite instruction, as well as activities, for the development and conditioning of our youth.

NEW SAFETY REQUIREMENT

Under a law recently passed in New York State, school buses are required to bear flashing red signals, front and rear. The lights must be operated whenever the bus is halted to receive or deposit passengers. It is believed that the law will facilitate compliance with another law which requires that all drivers of vehicles must halt when a school bus stops. The flashing signals must be carried on all buses with a seating capacity of more than seven used exclusively to transport pupils and teachers.

RADIO IN SCHOOL PUBLICITY

The use of radio in school publicity is only a step toward utilizing the modern tools which the rapid developments in science have made available. Schools cannot afford to be behind industrial and commercial firms in the use of these tools if they are to hold their proper place along with these other-life activities. After all, education is living and the educational institutions should have all of the advantages which the modern age has to offer. With the growing importance of extending the educational offerings to all ages and all classes, radio broadcasting has a distinct place as one of the facilities by which large numbers of people can be reached in a short time and with considerable convenience. The importance of radio as a tool cannot be denied. The proper techniques for effective use in connection with schoolwork must yet be developed. — E. C. Blom.

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School Business Administration

CAFETERIA HINTS

The board of education at Toronto, Ontario, through the office of C. H. R. Fuller, business manager, issues monthly suggestions for the school cafeterias. These include complete menus for (a) the best of foods available during each month of the year, and (b) for economical and well-balanced diets. The board of education permits the cafeteria directors in the several schools to change prices within certain limits in order to meet changes in the cost of foods. The purpose of the cafeterias is to provide attractive and nourishing foods in the most economical manner and to cover costs without profit and without noticeable surpluses or deficits.

Each of the monthly bulletins contains general hints for the work of the cafeteria and complete menus for (a) hot plate lunches, (b) cold plates, and (c) sandwich plates. A variety of desserts and other a la carte items is offered. In addition, a few articles of food are sold but not advertised. These foods include hot dogs, baked goods, fresh whole fruits and raw vegetables, chocolate bars, ice cream, biscuits, peanuts, potato chips, and popcorn. In order to discourage undesirable eating habits, and to encourage purchases of regular lunches, the quantities of these nonadvertised foods is distinctly limited.

The menus are carefully planned to avoid excessive use of meat and to encourage children to eat nutritious nonmeat meals. The shortage of meats in Canada has made some voluntary meatless days necessary.

PURCHASING SCHOOL SUPPLIES

The board of education at Barstow, Calif., has recently adopted resolutions to control on the

one hand, the procedures used by teachers and principals in requisitioning and handling school supplies and on the other hand, the filling of orders on the part of vendors.

All requisitions must be placed in the hands of the business assistant of the board of trustees who will purchase the materials under the general policies of the board. Copies of purchase orders will be sent to the teacher or other employee who makes the requisition. In some cases shipments may be made directly to the school or the department, in which case a shipping receipt must be returned to the school business office.

No vendors may supply materials to the school district without purchase orders, the numbers of which must appear on all invoices, packing slips, packages, and correspondence. Invoices must be itemized as to quantity, description of material, and unit prices. Invoices in triplicate are approved at the regular meetings of the board held on the first Monday of each month and warrants are issued promptly for approval by the offices of the county superintendent and county auditor.

In cases of equipment failures where it is necessary to obtain parts immediately, as for example, boiler, electrical, and bus breakdowns, orders may be placed orally and must be confirmed later by a written purchase order.

RAISE SCHOOL EMPLOYEES' SALARIES

The wages of all teachers, supervisors, building custodians, and other employees of the East Liverpool, Ohio, schools have been raised by amounts ranging from \$450 to \$850 annually. Supt. W. G. Fordyce has announced that the local share of the state appropriation will be \$151,000 per year so that the board of education can give 41 members of the faculty holding M.A. degrees increases of \$850 a year; 64 teachers with B.A. degrees, \$750; 17 teachers with three years training, \$650; 19 teachers with two years training, \$550; and 17 emergency teachers, \$450. The superintendent, the supervisors, and principals will receive proportionate increases. The raises of 25 full-time building custodians, bus drivers, and mechanics employed on a twelve-month basis will be \$20 per month.

SCHOOL BUSINESS AFFAIRS

► The National Bureau of Standards has recently consolidated its divisions of commercial standards and of simplified practices into a single division called Commodity Standards. The new organization will continue the bureau's co-ordinating role in the development of voluntary, simplified, industrial practice and in the promotion of wider use of commercial standards in business. Edwin W. Ely, former chief of the simplified practice division will head the organization. The bureau is at present working with more than 100 committees of the American Standards Association and is represented on 55 technical committees of the American Society for Testing Materials. In recent years a considerable number of articles of school-furniture equipment and supplies have been simplified under the National Bureaus' Organization.

► The Minneapolis, Minn., board of education has adopted a recommendation of Supt. J. W. Goslin fixing the salaries and working hours of the foremen in the repair and maintenance department of the city school. In general, the foremen are to work an eight-hour day and an average month of 21.75 days. They are to be on duty 15 minutes prior to the opening of the shop workday, are to have an hour for lunch, and are to quit 15 minutes prior to the closing of the shop. The salaries adopted are the local by-the-month union rates with the additional amount for foremanship service: general electrician, \$430; carpenter, \$401.29; electrician, \$385; mill foreman, \$334.95; tool maintenance man, \$334.95; painter, \$381.71; sheet-metal worker, \$374.10; plumber and steam fitter, \$391.50; laborer, \$257; roofer, \$1.83 per hour.

► Springfield, Mo. The school board has raised the wages of the 56 custodians by 21½ per cent.

► Danville, Ill. A newly adopted wage scale raises the pay of all school custodians \$7 per week.

School Building News

HOLD THIRD INDIANA SCHOOL-BUILDING CONFERENCE

Under the chairmanship of Dr. Harold E. Moore, the Indiana University school of education on July 25 and 26 held its third school-building conference for the discussion of the problems of "planning school buildings for tomorrow's educational program." Dean E. T. Peterson of the University of Iowa discussed the current problems of planning school services and school plants for overcoming current social breakdown through the redirection of intellectual, recreational, and spiritual interests. In a later address he outlined the contribution to rural social uplift and self-development of the Impington Village College in Cambridgeshire, England, where a remarkable school plant helps make possible revolutionary adult and adolescent educational programs. W. F. Clapp of the Michigan State department of education urged the study of planning for the current eight billion dollar school-building needs because these new plants will freeze the character of the educational program for several generations to come.

Architect John E. Nichols, West Hartford, Conn., predicted that school construction costs which are up 200 per cent from 1938 will be stabilized at an unknown level and urged delay on building contracts so that undesirable cuts in facilities do not hamper education in the next 50 years. Leonard N. James, lighting consultant of General Electric Company, discussed the new I.E.S. standards for school lighting which are to recommend improved total schoolroom conditions for seeing rather than greatly increased foot-candles of lighting. The panel discussion on planning and construction problems, led by Architect Lawrence Perkins of Chicago, brought out the unsettled condition in the building-construction field, the advantages of the present low interest rates for school bonds, the need of state aid in planning and financing schools, and the advisability of making new buildings fully meet needs of community for recreation, etc.

Dr. Paul Seagers, who is the newly appointed professor of school plant planning at Indiana, summarized the discussions and pointed out the need for making the schoolroom truly a community center.

DRACUT BUILDING PROGRAM

The Dracut, Mass., school committee in co-operation with the Dracut postwar school building committee is completing plans for the erection of two elementary school buildings to be completed within the next five years.


Upon recommendation of Dr. Garland B. Russell, superintendent of schools, a survey of the school population and of the local school plant was made. The results showed that two elementary buildings were immediately needed to replace two overcrowded and obsolete buildings. The building committee following the survey studied the qualifications of various architectural firms and appointed Messrs. McLaughlin and Burr. This firm has presented preliminary plans for a 12-room building in the center of town and has recommended the location of a second building in the Kenwood Section. Land for both schools has been acquired.

Both buildings will employ natural light to its fullest by the use of directional glass blocks and clear glass vision strips. Especial provisions will be made for teachers' rooms, toilets, etc.

The building in the center of the town is adjacent to the present four-year high school and a consideration has been given in the planning to its eventual use as a part of a six-year high school. The office of the school committee and of the superintendent and a library servicing both buildings will be a part of the building.

The town has set aside the sum of \$80,000 to begin the construction work.

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SCHOOL BUILDING NEWS

► Fond du Lac, Wis. The school board has approved a five-year school-building program, estimated to cost \$1,120,000. The program, prepared by Norman J. Peters, chairman of the building committee, and Roy W. Thiel, chairman of the finance committee, calls for an immediate start, and will be financed either by the use of city treasury surpluses and yearly tax levies or by long-term borrowing.

► Lohrville, Iowa. Several changes and improvements have been made in the Lohrville Consolidated School for the school year 1947-48. The manual-training department has been moved to the school garage, and the school lunchroom will occupy the space formerly used by the department.

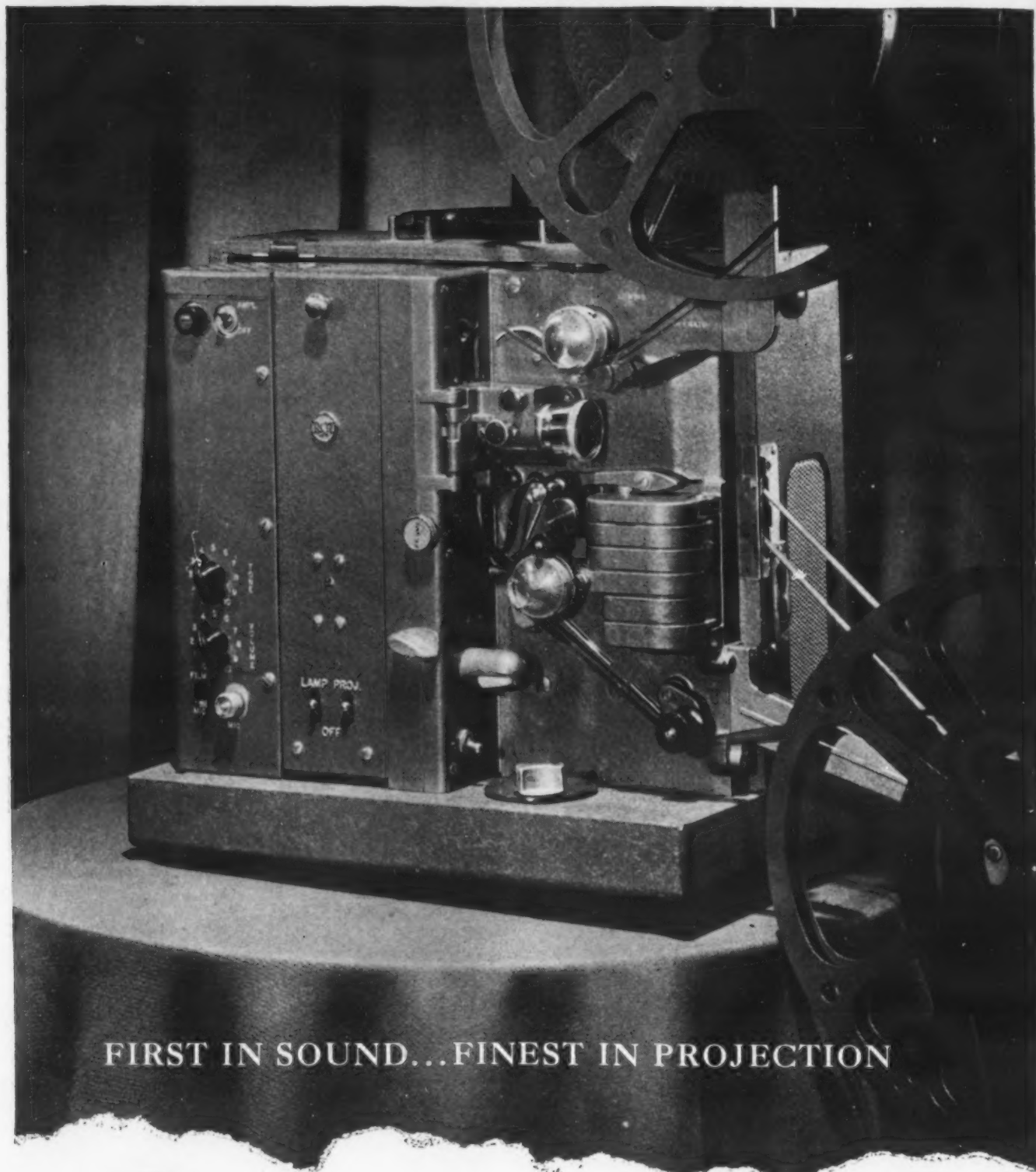
A new 30-ft. addition to the school garage has been built near the present building. Construction work has been started on a new athletic field west of the city park, which will be ready for use soon. A floodlighting system has been installed for night baseball and football games.

► Wichita, Kan. The voters have approved a \$400,000 bond issue for Hardin College, and a 25-cent increase in the school tax levy.

► Onalaska, Wis. The Onalaska Men's Club is sponsoring a plan to erect a building to serve as a youth's recreation center. The club will assume full responsibility for the project.

► Groves, Tex. Construction work has been started on a new junior high school building to cost approximately \$686,000. The building will be completed shortly.

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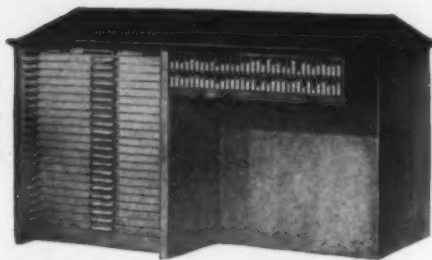
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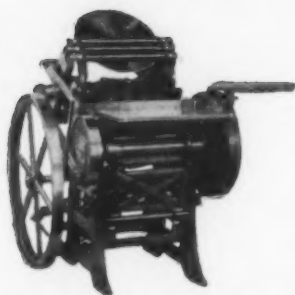
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School Finance and Taxation

VIRGINIA SCHOOL FINANCES

Virginia spent \$20,672,000 for public education in the fiscal year which ended June 30, 1946, State Auditor J. Gordon Bennett has reported.

The auditor's report on the state board of education shows that \$22,340,000 was available during the fiscal year. Some of the larger outlays included \$14,631,000 for direct maintenance of public schools, \$870,000 for visual-education equipment, \$1,705,000 for joint vocational education, and \$500,000 for aid in pupil transportation. The state education department ended the fiscal year, however, with a balance of nearly \$1,400,000.

SCHOOL TAXATION AND FINANCE

► The 1947-48 school budget of Rock Island, Ill., has been fixed at \$1,016,000.

► Highland Park, Tex. The school board has set its 1947-48 budget at \$912,928, an increase of \$150,535.

► Gov. Dwight H. Green, of Illinois, on July 21 signed a bill raising state flat and equalization grants to Illinois schools. The measure was the major bill in the \$65,653,000 administration school aid program approved by the general assembly. Under the bill, elementary schools will have their flat grants raised from \$19 to \$22 a pupil and equalization grants from \$80 to \$90. Flat grants to high schools will be boosted from \$4 to \$7 and equalization grants from \$90 to \$100. The equalization grant per building is increased from \$1,200 to \$1,400. The additional grants will be paid July 1, 1948.

► The Texas state board of education has paid local schools an additional \$6 per capita apportionment for the year which closed on August 31 making the total paid \$41. For the year 1947-48 the state apportionment will be \$55 per capita of which teachers will receive 80 per cent in salaries.

► State school aid in Arizona for the year 1947-48 will total \$9,748,520, an increase of \$3,070,285

over the previous school year. According to an announcement of Loren Vaughn, director of research and statistics, Arizona State Department of Public Instruction, the state has increased its aid to \$95 per elementary and high school pupil, and the several counties will add \$420 per pupil to the local school district expenditures.

► Davenport, Iowa. The school budget for 1948-49 as adopted by the school board will amount to \$2,246,208, an increase over 1947-48 of \$122,177. An increase of 3 mills in the local levy will be necessary.

► The Georgia State Board of Education has fixed the state school budget for 1947-48 at \$37,724,194. It is expected that school consolidations can be effected by eliminating 300 classrooms and thus reducing the state aid by \$375,000.

► Omaha, Neb. A vastly improved financial situation for the city schools is in prospect for the year 1947-48. The board has approved a budget calling for \$143,297.75 greater than last year and a tax levy nearly ¼-mill lower. The total budget will be \$1,039,244.75, against a total of \$895,947 last year. The tax needs are expected to be \$789,864.75, compared with \$797,247 in 1946-47. The biggest increase in expenditures will be \$165,700 in salaries of teachers, clerks, and custodians. Another item will be the \$15,000 outlay for oil-heating equipment.

Based on the figures, Dr. Burke said that it looks like the increased valuations will increase the revenue about \$350,000 to \$425,000. The school system will now operate in the black. In the past the schools have been operated at a deficit, borrowing from the bond fund to make up the deficit every year.

► Topeka, Kans. The board of education has decided on a 1947 budget which will increase school taxes by one mill. The total tax levies for all budget funds for the year amounts to 19.165 mills. The general fund has been increased from 13.3 mills to 14.645 mills, or an increase of 1.345 mills, but the total increase has been reduced to one mill by reductions in the building and bond levy. School officials believe that the real relief in the bond levy will come next year when some \$50,000 less money will be needed to retire bonds. Notable progress has been made in retiring bonds, and in 1951 the schools will be entirely free from debt for the first time in a quarter of a century.

► St. Louis, Mo. The tentative budget for the 1947-48 school year has been set at \$17,500,056 which is an increase of \$1,360,000 over last year. The increase in appropriations is attributed to salary increases, cost-of-living adjustments, and higher cost of school materials. It is estimated that the appropriations will exceed the estimated maximum income of the school system by \$1,843,847. Increases in the salary schedules of teachers and the cost-of-living adjustment given to school employees will add about \$975,000 to the operating expenses. The largest appropriation, \$11,375,721, was requested by the instruction department, which is an increase of \$1,184,277 for the payment of salary increases. The school-building department has requested \$3,761,232, or \$352,368 more than last year, to meet salary increases and expenses for repairs and improvements which had been deferred.

► Beloit, Wis. The tentative budget of the school board for 1947-48 calls for a total estimated expenditure of \$990,505, of which \$817,883 will be raised by taxation. The total budget calls for an increase of \$108,546 over 1946. The increase in expenditures is due to increases in the cost of school materials, capital outlay expense, and other items.

► Danville, Ill. The school board has adopted a budget of \$1,128,221 for the 1947-48 fiscal year. About \$200,000 of the increase in expenditures is due to advanced salaries for teachers.

► A bill authorizing the financing of 103 schools located on government property has been passed by the U. S. House of Representatives. The bill will provide funds for the schools of Plainview, Kans., which has a budget this year of \$165,000. The total amount allocated for the 103 schools is approximately five million dollars.

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Teachers' Salaries Still Rising

WASHINGTON ADOPTS SALARY SCHEDULE

The board of education of the District of Columbia has adopted a new salary schedule for all teachers in the Washington public schools. The schedule will mean immediate increases in salaries for all teachers ranging from \$700 to \$900.

The schedule provides that all teachers holding a bachelor's degree or its equivalent will receive a minimum of \$2,500 and will be raised to \$4,000 by means of 15 annual increments of \$100. Teachers holding a master's degree will begin at \$3,000 and will rise in 15 annual increments to \$4,500.

Principals in elementary schools and assistants in high schools will begin at \$4,300 and will rise after ten years to \$5,300. Senior high school assistant principals and department heads will enjoy a range of from \$4,500 to \$5,500. Junior high school principals and vocational high school principals will range from \$4,800 to \$5,800. Senior high school principals, directors, divisional directors, and chief examiners will range from \$5,300 to \$6,300. The president of the teachers' college and the associate superintendents will range from \$6,400 to \$7,700. The assistant superintendent in charge of business administration and first assistant superintendents will range from \$7,400 to \$8,700. The superintendent of schools will be paid \$14,000.

The salaries of attendance officers, census advisers, and child labor inspectors will range from \$2,500 to \$4,000. The director of attendance will receive \$4,500 to \$5,500, and chief attendance officers, \$3,600 to \$4,600.

The legislative provisions implementing the schedule require that after receiving the fifth and tenth annual increments each teacher and other employee must furnish evidence of further professional growth and attainments. The actual criteria of professional growth and attainments will be set up shortly by a committee of teachers working under the direction of the superintendent of schools and will be approved by the board of education.

ARLINGTON SALARY SCHEDULE

The board of education of Arlington, Va., has adopted a new salary schedule for 1947-48 under which all teachers now teaching in Arlington County are placed on the scale as follows:

Nondegree teachers: minimum, \$2,200, maximum, \$3,800, with annual increments of \$100 for each year of experience not to exceed 16.

Bachelor degrees: minimum, \$2,400; maximum, \$4,000, with annual increments of \$100 for each year not to exceed 16.

Master's degrees: minimum, \$2,600; maximum, \$4,000, with annual increments of \$100 for each year not to exceed 16.

Teachers with previous experience elsewhere receive \$100 for two to four years' experience; those with five to eight years, \$200; and those with nine years, \$300.

Principals of two to three-teacher schools will receive increments of \$200; those in four to six-teacher schools, \$300; those in seven to fifteen-teacher schools, \$400; and those in sixteen to forty-teacher schools, \$600.

HOUSTON SALARIES ADJUSTED

A compromise salary plan, as outlined by Supt. W. E. Moreland, has been adopted at Houston, Tex., by the Houston school board for 1947-48. The plan, as adopted, will grant all contract teachers, not affected by the minimum salary law passed by the state legislature this year, and all administrators, a flat raise of \$600 which will include the regular annual advancement of \$100.

The plan sets a minimum salary of \$2,200 for probationary teachers holding B.A. degrees, and \$2,400 for probationary teachers with M.A. degrees; gives contract teachers with B.A. degrees \$2,300 minimum and \$4,000 maximum salaries, and those with M.A. degrees \$2,500 minimum and \$4,200 maximum salaries. It also authorizes ad-

justments to meet the requirements of the minimum salary law passed by the Texas legislature during its past session.

The board has granted a \$1,500 annual salary increase to Supt. Moreland and to Business Manager H. L. Mills, bringing their salaries from \$11,000 to \$12,000.

Although this raise of teacher salaries will put an additional \$1,861,000 into the pockets of city teachers, beginning September 1, it does not represent all the teachers had asked for. Two groups, the Houston Classroom Teachers Association and a teacher salary committee, authorized by the school board to study the salary question, had asked for an equalization of all salaries on the basis of Houston experience before any flat raise was given. The superintendent explained that it was impossible to carry out the request because of the lack of funds.

WEST ORANGE SALARY SCHEDULE

The board of education for West Orange, N. J., has adopted a new single-salary schedule of the preparation-experience type, effective September 1. The salaries of teachers of less than four-years preparation range from \$2,050 to \$3,550; the salaries of holders of a bachelor's degree range from \$2,200 to \$4,150; of holders of a master's degree, \$2,350 to \$4,600. Teachers who have 32 semester-hours' credit beyond the M.A. degree will be paid with the range of \$2,500 to \$4,900. Increases in salary will be automatic during satisfactory service up to the maximum. Progress in the scale will be withheld during the year following an unsatisfactory rating and will not be resumed during the succeeding year unless a satisfactory rating has been gained. When the satisfactory rating has been won the teacher will be returned to the point on the scale corresponding to her years of service.

In the future only credit gained in West Orange will be allowed on the salary schedule. New teachers with outside experience will be placed at a point on the salary schedule mutually agreed upon. Teachers who are given additional responsibilities above their regular duties will be compensated under a separate contract mutually agreed upon and subject to discontinuance on the discretion of the school board.

Elementary principals supervising less than 12 teachers with less than B.A. degree range from \$3,200 to \$4,400; with B.A. degree, range, \$3,600 to \$4,800; with M.A. degree, range, \$4,000 to \$5,200; with 32 hours beyond M.A. degree, range, \$4,400 to \$5,600. Annual increases, \$200.

Elementary principals with more than 12 teachers will be paid \$400 per year more than principals in the less-than-12-teacher schools.

Junior high school principals with B. A. degrees, range from \$4,400 to \$5,600; with M.A. degrees, range from \$4,800 to \$6,000; with 32 hours credit above M.A. degree, range from \$5,200 to \$6,400.

High school principals with B.A. degree, range from \$4,800 to \$6,500; with M.A. degree range from \$5,000 to \$7,000; with 32 semester hours' credit above M.A. range from \$5,600 to \$7,500.

DALLAS TEACHERS' SALARIES

The board of education of Dallas, Tex., has adopted a series of salary schedules for the year 1947-48. The classroom teachers' salary schedule of last year has been raised 33 1/3 per cent, and principals' salaries 30 per cent. Secretaries and clerks have been given additional pay, and all custodial employees have been given increased salaries.

The salary schedule for teachers is based on years of service and professional training, including bachelor's and master's degrees. Teachers with no degree start at \$1,800 per year and go to \$3,200 in the 15th year; those holding a bachelor's degree begin at \$2,200 and go to \$3,700 in the 16th year; those having a master's degree start at \$2,300 and go to \$4,000 in the 18th year.

Senior high school principals in Class A schools (ADA 1000) and holding a bachelor's degree begin at \$5,200 and receive \$6,240 in the seventh year; those holding a master's degree start at \$5,300 and go to \$6,760 in the ninth year. Principals in Class B (ADA 500 to 999) and holding a bachelor's degree start at \$4,700 and go to \$5,460 in the fifth year; those holding a master's degree begin at \$4,800 and go to \$5,850 in the seventh year. Principals in Class C (ADA less than 500) and holding a bachelor's degree begin at \$4,200 and go to \$4,800 in the fifth year; those holding a master's degree start at \$4,300 and go to \$5,000 in the sixth year.

Junior high school principals in Class A (ADA 600 and above) are on the same scale as Class B for senior high school principals. Those in Class B (less than ADA 600) are on the same scale as elementary principals of the same size schools.

Elementary principals in Class A and holding a bachelor's degree start at \$4,500 and go to \$5,460 in the eighth year; those holding a master's degree begin at \$4,600 and go to \$5,850 in the tenth year. Principals in Class B and holding a bachelor's degree start at \$4,500 and go to \$5,070 in the fifth year; those holding a master's degree begin at \$4,400 and go to \$5,200 in the seventh year. Principals in Class C and holding a bachelor's degree start at \$4,300 and go to \$4,800 in the fifth year; those holding a master's degree begin at \$4,000 and go to \$5,200 in the seventh year. Principals in Class D and holding a bachelor's degree start at \$4,100 and go to \$4,600 in the fifth year; those holding a master's degree begin at \$4,200 and go to \$4,800 in the fifth year.

TEACHERS' SALARIES NEWS

► Youngstown, Ohio. The school board has given teachers an increase of \$200 each in their 1947-48 salaries. The additional moneys will be received from the state distribution under the Daniels-Cramer school bill.

► The citizens of Columbus, Ohio, on July 1, voted an additional tax levy of 2 mills to finance an increase in teachers' salaries. An average raise of \$500 will be granted to all teachers and non-certificated employees.

► Cincinnati, Ohio. The board of education has voted a new salary schedule fixing the minimum pay at \$2,300 and the maximum at \$4,000. The previous range was \$1,900 to \$3,700. No extra tax levy will be necessary to provide funds for the increase of \$1,110,000 in the school budget.

► Fond du Lac, Wis. The school board has adopted a temporary teachers' salary schedule fixing the minimum at \$2,000 for instructors with less than three and a half years' training; \$2,100 for those with less than four years' training; \$2,200 for bachelors of arts; \$2,400 for masters of arts.

► Beverly, Mass. The school committee has adopted a uniform salary schedule bringing the minimum salary of women teachers to \$2,000.

► Chicago teachers are not likely to receive an increase in salaries during the 1947-48 school year in addition to regular increases. The sum of \$2,800,000 granted the city by additional state aid for the two-year period will be used up in general operating expense.

► The board of education at Lorain, Ohio, on July 17 increased the salaries of all teachers by a \$245 cost-of-living allowance. This latest increase brings the total cost-of-living allowances voted in recent years to \$850.

Upon recommendation of Supt. C. J. W. Luttrell the Lorain board of education has adopted the policy of employing only teachers who have a four-year college degree. The minimum salary for women with bachelor's degree is \$2,150, and for men, \$2,250. The maximum salaries are \$3,250 and \$3,350 respectively. Teachers holding a master's degree in their teaching fields receive \$100 above the maximum.

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School Administration News

GROTON REQUIRES IMPROVED EFFICIENCY

The Groton, Conn., school board, in issuing the teaching contracts for its 1947-48 instructional staff, has made public new personnel service standards. The board holds that the increases in salary can be justified only if each teacher devotes himself during each three-year cycle of service to some project of activity or study over and above his regular duties, "which will provide added background of knowledge, skill, or experience useful in his or her position."

The board will accept any of the following types of projects which are mentioned specifically in its statement: (1) preparation and adaptation

to use of permanent teaching plans for one or more subjects of study worked out in much greater detail than the customary outline plans; (2) individual study with application to classroom work, of any reasonably broad field relating to instruction or management; (3) participation in the work of committees on curriculum development or other professional activity, either local or state; (4) successful completion of six semester hours of additional professional study under any accredited institution; (5) summer travel demonstrably educational in value, and (6) experience in other lines of employment demonstrably valuable in the teacher's background.

The two last-mentioned activities will be accepted once only within a period of three years. The board insists that a mechanical acceptance of credits for professional courses is not sufficient to justify continuous progress on the salary schedule; there must be assurance of improvement in the service rendered the pupils and the school.

The board has adopted a provision that following each school year in June all teachers must attend a two-day closing conference, to be conducted under the superintendent of schools, and a one-day year-opening conference prior to the first school day in September.

The Groton board does not subscribe to the idea expressed in some cities that teachers should be given summer duties, such as playground attendance. The board believes that any added requirements for service should be in activities related to teachers' regular work and in activities for which as professional people they may organize their time in the summer or during the school year. Good teaching absorbs the energies of a person as much as any year-round job.

TAKING THE SCHOOL OFF THE CAMPUS

Dr. Edgar M. Finck, supervising principal of the Dover Township schools, uses the caption of this paragraph in reporting the educational trips made by the children of Toms River, N. J. During the year 1946-47, a total of 188 trips were recorded, principally by school bus or foot, for observation and study of natural wonders, of the airport, factories and stores, museums, the local library, athletic games, etc.

Dr. Finck comments on the trips as follows: "For years it has been perfectly obvious to us that a great wealth of educational material is not to be found between the covers of books, nor within the four walls of a classroom. We feel that it is essential for pupils to get out of school on planned trips. We would even go so far as to say that a teacher who neglects this planning deprives pupils of a legitimate part of the year's work. To be sure, a trip to be of value requires forethought; certainly it involves the assumption of responsibility. For years many of us have used the energy and assumed the responsibility involved in trips. More of us should do so. Experience shows that an educational trip serves to motivate academic work for days in advance, and that time lost during a trip is more than compensated for by the increased interest aroused. The war upset this program; we now have the facilities; let's get more pupils off the campus."

PROCEDURE IN GRIEVANCES

The Salem, Mass., School Committee has adopted a regulation to guide school employees in the handling of grievances:

"In the event that any teacher, custodian, or any other school department employee has any suggestion, criticism, grievance, or any request of any nature concerning any school matter, or in any question arising from his position as a school employee, said employee shall first take the matter up with his immediate superior, whether it be head custodian, department head, or principal, and obtain a recommendation from the superior. If this recommendation is unfavorable, employee may notify his superior that he wishes to appeal this recommendation to the superintendent of schools. The superintendent of schools will then give a due hearing to the employee, and within a reasonable time his decision to the employee. If the employee is dissatisfied with the decision of the superintendent, he shall notify the superintendent that he wishes to have this matter brought before the school committee, and the superintendent shall then bring the matter before the school committee for its decision. In accordance with the above regulation, the school committee deems it to be unethical on the part of any employee to bring any school matter directly to the members or to any other person other than through the above procedure."

GUIDANCE PROGRAM IN WEST ORANGE

The public schools of West Orange, N. J., in September, are beginning the second year with a formal guidance organization in operation. In the fall of 1946 a full-time director of guidance was employed and six teachers in the high school were relieved of a part of their teaching duties to serve as counsellors under the director. Three teachers in the junior high schools are performing the same functions under a like arrangement. For the school year 1947-48 a certificated psychologist has been added to the guidance staff.

USEFUL NO-SCHOOL SESSIONS

Upon recommendation of Supt. Lyman B. Owen the schools of Haverhill, Mass., which include twenty elementary schools located in five school districts, have closed down on alternate Wednesday afternoons throughout the school year. The teachers are required to attend faculty meetings and in-service training classes on these afternoons. The pupils are permitted to use the afternoons for music lessons, for visits to doctors and dentists, and for recreation. Haverhill records progress. A number of co-operative and participatory undertakings involving the staff and local lay people are reported for the Haverhill, Mass., schools. These undertakings include a preschool booklet for parents, a new teachers' salary schedule, revision of the curriculum in language arts, social studies, arithmetic, science, and art; a revision of the health curriculum and the appointment of a new art supervisor.

Supt. Lyman B. Owen also reports the following accomplishments of the year: "Other accomplishments of the year have been the inauguration of a school savings program in our 23 schools sponsored by the school committee and the three local savings banks. The savings banks have employed a director and an assistant director for this program and co-operation has been excellent. An upholstery department has been added to the Charles W. Arnold Trade School, and the printing department has been enlarged, so that the school of some 350 boys offers auto repair, machine shop, welding, plumbing, sheet metal, and carpentry courses in addition to the first two named. A continuous textbook inventory has been inaugurated and a birth-to-twenty-one census taken for the first time, with the co-operation of the city clerk, Bernard J. Donahue. The *Haverhill Gazette* has instituted a biweekly school page written entirely by elementary school pupils, called 'The Children's Courier.' City Editor Joseph Moran has given full co-operation."

SCHOOL ADMINISTRATION NEWS

► Fitchburg, Mass. Under the direction of Supt. George C. Francis, the elementary and secondary schools have introduced an extensive guidance program. During the school year 1946-47 the director of high school guidance carried on a complete program of guidance testing, group instruction, and individual interviewing. University tests were given to all students in Grade 10 and achievement tests for guidance purposes were given in Grade 9. Individual tests to help individual high school students make a choice of occupation or of advanced education were given to 235 students and to 197 veterans. The guidance director interviewed 416 students in connection with placement, advanced education, or vocational instruction. A total of 186 veterans were similarly interviewed. The guidance office placed 109 students in part-time jobs in offices, stores, and homes. The results of the work in guidance have had a decided effect on the student body and have inspired confidence in the school and in schoolwork as a means of preparing for occupations.

Supt. Francis reports that in spite of the great difficulties in connection with college enrollment, 35 per cent of the graduates of the Fitchburg High School have been actually enrolled or are in process of enrollment.

► Las Cruces, N. Mex. A distributive and vocational education program will be established for the new school year in the high school to give students work experience and fit them for positions after graduation. The plan calls for part-time jobs for students in work selling goods or services in local business houses. The program calls for 15 hours' work a week during a semester, at minimum wages for students. Students who participate must be 16 years or older and must be fitted for the work.

► New Orleans, La. A course for baby sitters has been established in the Orleans parish schools. The course is intended for city teen-age girls earning leisure-time dollars by taking care of small children. At the eighth-grade level, girls



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learn how to manage toddlers from two years up. In the high school classes, students learn to care for infants.

► The schools must launch a program of consumer education that is free from propaganda for the consumer movement, according to Dr. Thomas H. Briggs, director of consumer education for the National Association of Secondary School Principals. The schools, he said, should not be used for propaganda because the students are too young to protect themselves against it. He pointed out that schools have failed in the past to deal with live issues, such as economy, money, consumer interests, and producer interests.

► The Grosse Pointe, Mich., board of education has announced that the schools will offer a two-year kindergarten program. There has been a growing number of requests to permit younger children to enter kindergarten.

Research carried on in experimental nursery schools has proved the beneficial effects of the early education of young children in terms of de-

veloping greater self-control, adjustment to other children, keener use of wits, a greater acceptance of responsibility, resulting in a general awakening of the child.

As a step in the direction of providing these opportunities for Grosse Pointe children and their parents, the board of education has approved a plan for the establishment of junior kindergartens and all children five years of age will be eligible to enroll in the senior kindergarten. Children between the ages of four and five will be eligible to enroll in the junior kindergarten.

► Rural school boards in Illinois have authority under a new law to erect housing for teachers wherever a popular vote is taken.

► Brainerd, Minn. The board of education is planning the expansion of the health and physical education program in the elementary schools. Upon recommendation of Supt. G. B. Ferrell, a full-time director of health and physical education has been employed and considerable playground equipment has been purchased.



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CELEBRATING HALLOWEEN

"Better than last year" is the remark which Dr. Edgar M. Finck, supervising principal of the Dover Township schools, quotes in his report on the 1946 student celebration of Halloween at Toms River, N. J.

The Halloween doings in Toms River is a community enterprise in which the children are the chief actors and the administrators of the schools, the local Kiwanians, the volunteer fire company, and the merchants generally participate. The children were so busy weeks in advance and on Halloween itself that all thought of the usual vandalism is forgotten in the enthusiasm and for that the adults share with the young people.

Three main activities marked the 1946 celebration. First was the decoration of merchants' windows. Under the direction of the two teachers of high school art, groups of children designed and actually painted windows of 55 merchants with paintings reflecting the spirit of autumn and the harvest, fairy tales, ghosts and goblins, weird houses and street scenes, and highly imaginative landscapes. A total of 147 pupils in the six upper grades worked on the preliminary sketches and the final paintings. Fifty-one windows were awarded prizes totaling \$180.

The second activity was a costume parade which attracted a crowd estimated at 5000. Some 300 children, singly or in groups, took part. The local firemen supplied the bands, judges, and prizes.

The final enterprise was a series of block dances in which old and young joined.

The local "Ocean County Sun" in summarizing the success of the celebration wrote: "Toms River has taken the sting out of Halloween: done away with the backbreaking scrubbing of sidewalk and window to remove grease, tar, and paint the morning after. In so doing, it has given new meaning, dignity, respect, and a good time for all to the strangest night in all the year — Halloween!"

BATTLE CREEK PLANS IMPROVEMENTS

The citizens of Battle Creek, Mich., have increased the local school tax rate by 3 mills in order to put into effect a comprehensive plan of school plant betterment. The plan developed by a city-wide Educational Planning Committee appointed in the fall of 1946 by Supt. Virgil M. Rogers, is the result of a report accepted by the board of education in April last and carried by popular vote on May 26, 1947.

The committee of 38 members, including 16 representatives of the schools and 22 citizens, was divided into four subcommittees and a steering group and made a study of the (1) elementary school needs, (2) the high school situation, (3) the problems of the library and museum, and of the school farm and camp, (4) the school and playground needs. The school buildings were visited and inspected by the committees, and the financial situation of the school district was studied. In its report the committee urged that (a) no sizable construction should be undertaken at once but that the absolute needs for repairs and enlargements be undertaken at once and completed within two years; (b) that extensive improvements and some new construction be planned for completion as soon as the construction situation becomes stabilized and that the work be done within five years; (c) the long range program of erecting an addition to the high school and a community college be studied further.

To provide funds the committee asked for an increase of the school tax vote from 10 to 13 mills for a five-year period. The co-operation of the local civic, professional, business, and labor groups was requested by the committee so that excellent educational facilities might be made available to the city's 9000 school children. Incidentally, the committee urged the board of education to see that the local teachers be given adequate salaries.

The two-year plan which will cost \$255,000 includes a variety of repairs, ranging from painting to artificial lighting. The five-year plan is limited largely to additions consisting of gymnasiums, auditoriums, service rooms, etc. A new school repair shop and a badly needed auditorium for a junior high school are included.

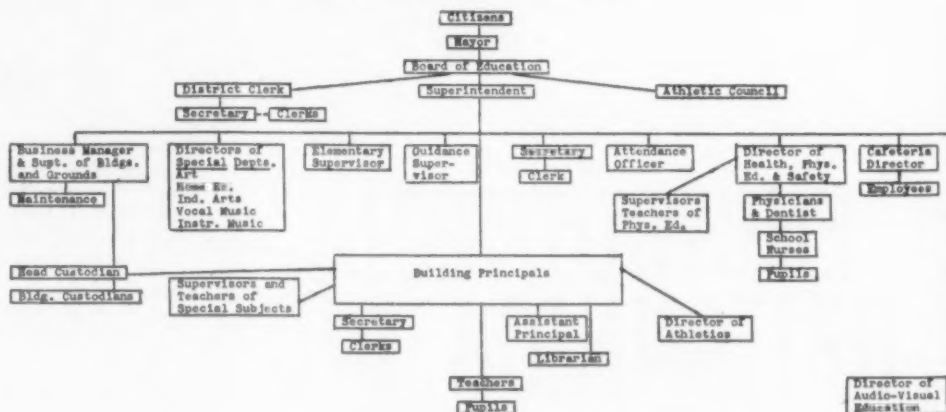
EDUCATIONAL WRITERS ORGANIZE

The Educational Writers Association, made up of contributors to educational magazines, newspapers, and periodicals generally, was organized during the convention of the N.E.A. at Cincinnati, July 10. The organization is particularly interested to develop its members in the preparation of materials for the daily press or newspaper syndicates and for the educational press. Dr. R. L. Hunt, editor of the Phi Delta Kappa, 2034 Ridgewood, Homewood, Ill., is prepared to send information concerning the new association.

OPERATE UNDER NEW ORGANIZATION

The West Orange, N. J., board of education is operating without standing committees and has ordered that the schools follow a plan of administration and supervision which provides a direct line of responsibility and authority from the pupils to the teachers, thence to the building principals, to the superintendent of schools, and to the board of education. Complete rules were adopted during the winter of 1946-47. The accompanying chart illustrates the new plan.

Organization of the Administrative and Supervisory Staff of the West Orange, New Jersey, schools.



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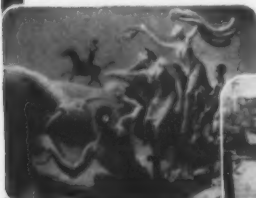
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HOLD VALUABLE WORKSHOP AT DOWAGIAC

The teachers, janitors, and members of the administrative staff of the Dowagiac, Mich., public schools spent a useful week from June 2 to 6, 1947, in evaluating the work of the school year just closed and in making plans for 1947-48. Under the general direction of Supt. Charles R. Canfield, the entire staff met for a general meeting at the Central School and then split up into small groups for the discussion of special problems in which individuals were interested and to the solution of which they might contribute. The workshop technique was used with a supervisor or teacher and a planning group of teachers who had given especial attention to the subjects under discussion. The daily sessions, which

lasted from 9 a.m. to 3:30 p.m., were broken by a lunch and a brief social period.

The sheets listing recommendations for the school program while very detailed, served to fix leadership responsibility, and were used as check lists for evaluating changes to be made during the progress of the year. School-supply and publishers' representatives were invited to present their materials, books, and other teaching supplies during the week. General meetings were held by the janitors, heating engineers, and building principals to observe demonstrations of new equipment, to make plans for summer work, as well as to clear up immediate problems.

Some of the problems taken up in the groups were: bringing the grade teachers' handbook up to date; considering the content and practices of upper-grade social studies; evaluating the testing program; co-ordinating

the use of visual-aid materials; planning fire drills for the future; operation of a noon-hour program; improving the janitor service; improvements in library facilities; improving testing and records; operation of a monitor system; establishment of a parking system for automobiles and bicycles.

Each committee prepared a series of recommendations for the use of the superintendent and the principals in adjusting policies and services during the year 1947-48. A single section of the report by the high school teachers will provide a clue to the practical, informal character of the ten reports for the betterment of the high school:

Freedom in School. (a) To overcome the problem of scheduling meetings during school hours, it was suggested that the buses be held until 4:15 so that rural students may attend without missing classes. This will also allow time for make-up period due to unexcused and excused absences; (b) it was thought that the present system of excuses is adequate if the teachers will follow the rules. The use of both perforated paddles and slips was recommended to help correct the situation. Particular attention was given to the point that no student should be allowed to leave the building unless he is checked out at the principal's office. Sponsors were also urged to meet with committees or have a responsible person in charge; (c) students who are working will be under the supervision of a committee composed of Lester Manns, Edna Carlson, Bill Carey, Jack Lalley, Victor Woodrick, and Margaret Switzer. This committee will check six weeks' marks and determine the necessity for employment. A scheduled report from the employer will be required. Student applications for the work program will be made at the beginning of the year; (d) all senior and junior high teachers will meet once a month to discuss problems. This will give new members of the faculty an opportunity to learn the policies of the school. It will give the principal a chance to discuss with the teachers any needed improvement in the school system.

The workshops were conducted entirely by members of the Dowagiac school staff. It was agreed that from year to year outside leaders could be of help for bringing in new viewpoints.

ISSUE ASSOCIATION BULLETIN

The Oklahoma State Boards Association has issued a four-page bulletin explaining the organization and the program of the association, its membership and dues, and its constitution and bylaws. The association explains its work as "what the best and wisest parent wants for its own child, this association wants for every child in Oklahoma." Copies of the bulletin are available from State Director E. L. Dawson, 308 Key Building, Oklahoma City, Okla.

SCHOOL BOARD ASSOCIATION NEWS

B. S. Landis of Winnsboro has been elected president of the Louisiana State School Boards Association for the year 1947-48. Other officers elected at the annual convention June 30-July 1 were Gano D. Lemoine, Cottonport, first vice-president; Robert M. Haas, New Orleans, second vice-president; Fred G. Thatcher, Monroe, executive secretary. The association noted to ask the legislature to amend the teachers' tenure law and to appropriate \$20,000 for the operation of the association. The 1948 convention will be held in Monroe.

SALIDA SCHOOL BULLETIN

The school board of Salida, Colo., regularly issues a school board bulletin, which is addressed to the parents of Salida children. A recent issue of the bulletin presents a variety of helpful information and gives the members of the community a chance to see the budget for the next year, along with other facts and figures relative to the school system. Approximately 1520 copies of the bulletin are regularly distributed to the members of the community.

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NEW CLEVELAND EXECUTIVES

Important changes in the administration of the elementary schools of Cleveland, with new appointments and reorganization of the division into districts, have been announced by the Cleveland board of education.

Dr. William B. Levenson, directing supervisor of the board's FM Radio Station WBOE, and nationally known authority in the field of radio education, has been appointed new assistant superintendent in charge of elementary schools.

E. E. Butterfield, assistant superintendent in charge of junior and senior high schools, has been made first assistant superintendent, a title held until recently by Supt. Mark C. Schinnerer. The reorganization, which was tested experimentally, will divide the 114 elementary schools into three districts, one district having 46 buildings and 495 teachers; the second, 33 and 521; and the third, 35 and 516.



William B. Levenson E. E. Butterfield

Dr. Levenson was born in Cleveland May 5, 1907, and was graduated from South High School. He was graduated from the college of education at Ohio State University in December, 1927. In 1933 he won a master's degree, and in 1937 a doctor's degree, both from Western Reserve University. His doctor's degree was one of the first to be offered in the field of radio. Following his graduation from Ohio State, Dr. Levenson began his teaching career, in 1928, at Longmead Elementary School in Cleveland. He taught seventh-grade mathematics and, later, social studies. After two and one-half years at Longmead, he was assigned to Nathan Hale Junior High School, where he taught social studies. While here he started broadcasting history lessons over WTAM, in 1931. At that time he was in charge of radio work at the school.

From Nathan Hale, where he was for four years, Dr. Levenson was sent to West Technical High School, where he was placed in charge of a radio workshop. In 1938, when WBOE was opened as the first educational station to be on the air in the wave band assigned such stations by the Federal Communications Commission, Dr. Levenson was made a supervisor of radio. He was advanced to directing supervisor in 1942.

Dr. Levenson is the author of a widely accepted book, *Teaching Through Radio*. He has been teaching a course, "Radio in Education," at Western Reserve University.

Butterfield was born in Carroll County, Ohio, June 8, 1887. He attended Scio College (now Mt. Union College), and received his bachelor's degree from Mt. Union in 1911. He won master's degrees from Western Reserve University, in 1924, and from teachers college, Columbia University, in 1925. He first taught in the rural schools of Carroll and Harrison counties. Two years later he held for three years the principalship of Canfield (Ohio) High School. In 1912 he taught mathematics at Hamilton (Ohio) High School and came to the Cleveland system in 1917.

Butterfield began teaching in Cleveland at East Technical High School. From 1920 to 1922 he was principal of Harvey Rice Junior High School. From 1922 to 1927 he was principal of Audubon Junior High School. From 1927 to 1946 he occupied the principal's chair at John Adams High School. He was named assistant superintendent in charge of junior and senior high schools last year.

PERSONAL NEWS OF SCHOOL OFFICIALS

► The Battle Creek, Mich., school board has elected SAMUEL G. GORSLIVE as president to succeed Raymond B. Roof.

► The Bismark, N. D., school board has elected B. O. REPREM as president.

► DR. G. R. BAKER for 30 years a member of the board of education at Tomahawk, Wis., and since 1926 president of the board, has retired.

► GEORGE L. GARTON has been re-elected secretary of the Des Moines, Iowa, school district for the 21st consecutive year. The board has raised the salary of the office to \$6,700.

► C. G. PETERSON has been elected president of the Escanaba, Mich., school board to succeed Dr. Fred J. Hirn.

DR. FOWLKES HONORED

Dean John Guy Fowlkes of the School of Education, University of Wisconsin, was tendered, on August 13, a testimonial luncheon honoring him for 25 years of service as professor of school administration at the university. Some 400 Wisconsin educators and former students of Dr. Fowlkes attended.

COMING CONVENTIONS

Sept. 18-20. New York State Association of District Superintendents at Saranac Inn, New York. Sec., Lester B. Foreman, 9 Elmbrook Drive, Pittsford, N. Y. Headquarters, Saranac Inn.

Oct. 6-9. Association of School Business Officials at Grand Rapids, Mich. Sec., H. W. Anderson, 206 East Lovell St., Kalamazoo 5, Mich. Headquarters, Panted Hotel. Exhibits.

Oct. 6-10. National Safety Council at Chicago, Ill. Sec., R. L. Forney, 20 North Wacker Dr., Chicago, Ill. Headquarters, Stevens Hotel.

Oct. 9-10. Central Missouri Teachers Association at Warrensburg, Mo. Sec., Wm. F. Knox, Central Missouri State College, Warrensburg, Mo.

Oct. 9-11. Utah Education Association at Salt Lake City, Utah. Sec., Allan M. West, 316 Beneficial Life Bldg., Salt Lake City, Utah. Headquarters, Hotel Utah. Exhibits.

Oct. 16-17. Virginia Education Association at Richmond, Va. Sec., Robert F. Williams, 401 North Ninth St., Richmond, Va. Headquarters, John Marshall Hotel. Exhibits in charge of T. Preston Turner.

Oct. 16-18. Western Pennsylvania Education Conference at Pittsburgh, Pa. Sec., George W. Hoffman, 2712 Cathedral of Learning, Pittsburgh 13, Pa. Headquarters, University of Pittsburgh.

Oct. 22-24. North Dakota Education Association at Bismark, N. D. Sec., Paul A. Dalager, Box 1086, Bismark, N. D. Headquarters, Grand Pacific Hotel.

Oct. 22-25. New Mexico Education Association at Albuquerque, N. Mex. Sec., R. J. Mullins, 114 Mary Santa Fe, N. Mex. Headquarters, Hilton Hotel.

Oct. 23-24. Indiana State Teachers Association at Indianapolis, Ind. Sec., Robert Wyatt, 203 Hotel Lincoln, Indianapolis, Ind. Headquarters, Lincoln Hotel. Exhibits.

Oct. 26-28. New York State School Board Association at Syracuse, N. Y. Exec. Sec., W. A. Clifford, 9 South Third Ave., Mount Vernon, N. Y. Headquarters, Hotel Syracuse. Exhibits in charge of Harry J. Clark, 123 W. Bordon Ave., Syracuse, N. Y.

Oct. 26-29. School Broadcast Conference at Chicago, Ill. Sec., George Jennings, 228 N. LaSalle St., Chicago, Ill. Headquarters, Hotel Continental.

Oct. 30-31. Maine Teachers Association at Lewiston, Me. Sec., Clyde Russell, 146 State Street, Augusta, Me. Headquarters, De Witt Hotel.

Minnesota Education Association: Northern Division, Oct. 9-10, at Bemidji, Sec., Harry E. Bucklen, State Teachers College, Bemidji, Minn. Northeast Division, Oct. 9-10, at Hibbing, Sec., Amy A. Guenther, Eveleth, Minn. Central Division, Oct. 16-17, at St. Cloud, Sec., Dewey Reed, St. Cloud, Minn. Western Division, Oct. 16-17, at Moorhead, Sec., C. P. Lura, Teachers College, Moorhead, Minn. Southwest Division, Oct. 17, at Mankato, Sec., A. B. Morris, Mankato Teachers College, Mankato, Minn. Southeast Division, Oct. 23-24, at Rochester, Sec., Nels Minne, Teachers College, Winona, Minn. St. Paul Division, Oct. 23-24, at St. Paul, Sec., Edward H. Sitzer, St. Paul, Minn. Minneapolis Division, Oct. 23-24, at Minneapolis, Sec., Fern O. Hedenstrom, Minneapolis, Minn.

Michigan Education Association: Region 1, Oct. 23-24, Detroit, Mich. Region 2, Oct. 16-17, Flint, Mich. Region 3, Oct. 16-17, East Lansing, Mich. Region 4, Oct. 23-24, Grand Rapids, Mich. Region 5, Oct. 2-3, Traverse City, Mich. Region 6, Oct. 9-10, Detroit, Mich. Region 7, Oct. 2-3, Marquette, Mich. Region 8, Oct. 9-10, Kalamazoo, Mich. Exec. Sec., A. J. Phillips, Michigan Education Building, Lansing 2, Mich.

Nebraska State Education Association: Oct. 23-24, District 1, at Lincoln, in charge, David Sell, 220 S. 22nd St., Lincoln, Neb. Oct. 23-24, District 2, at Omaha, in charge, Florence Reynolds, 6820 N. 24th St., Omaha, Neb. Oct. 23-24, District 3, at Norfolk, in charge, C. H. Lindahl, Teachers College, Wayne, Neb. Oct. 23-24, District 4, at Kearney, in charge, V. A. Cline, supt. of schools, Central City, Neb. Oct. 23-24, District 5, at Holdrege, in charge, Allen A. Elliott, supt. of schools, Beaver City, Oct. 23-24, District 6, at Alliance, in charge, Ivan Christian, High School, Gering, Neb.

North Carolina Education Association: Oct. 10, Western District, at Asheville, N. C. Oct. 17, South Piedmont District at Charlotte, N. C. Oct. 24, Northwestern District at Greensboro, N. C.

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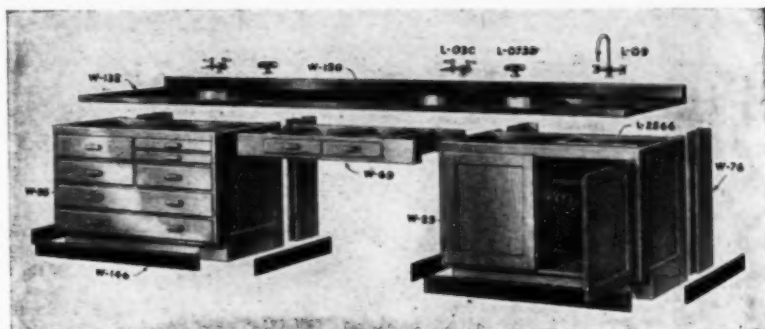
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School Board News

P.T.A. RECOGNIZED

Local P.T.A. organizations have been recognized in a recent case in New York State as having a legal status, even though they are unofficial. In Yonkers, in December 1946, the board of education after giving a series of fourteen hearings to the local P.T.A. and to one of the elementary principals, reprimanded the principal and transferred her from Public School 7 to Public School 6 for hampering the work of the association and trying to disband it.

The principal had challenged the validity of the case brought by the parents and had asked the state commissioner to reverse the board of education because the superintendent had not preferred the charges and had not ordered her transfer. She contended that only the superintendent can initiate charges or make a transfer.

Dr. Lewis A. Wilson, as acting state commissioner of education, decided that the board of education as employing authority in the school district, necessarily is given jurisdiction and supervision of the entire school system and can hear charges against teachers and make transfers. The legislature has accorded superintendents these powers because they are not inherent in the office. In discussing the relation of the P.T.A. to the case, Dr. Wilson wrote:

"The appellant has been charged with failing to co-operate with the Parent-Teacher Association. She contends that there is no statute or rule of the board requiring such co-operation and that, therefore, the board is without jurisdiction to consider the charges.

"While the appellant is, of course, correct in that there is nothing applicable in the statute or in the rules, nevertheless it seems to me that the relationship between the Parent-Teacher Association and the schools of the district is such that

the board would be justified in delving into the difficulty.

"In other words, where the public relations between the principal and the Parent-Teacher Association of the school are such that the successful administration of the school may be jeopardized, it would seem that the board's duty would be to investigate.

"The Parent-Teacher Association is a national association with state and local chapters. Of course, it has no official status as far as the maintenance of school is concerned, but nevertheless, as the name indicates, its members consist of parents and teachers. In many places it plays an important role in the encouragement of educational opportunities for children in attendance at school."

WHAT SCHOOL BOARDS ARE DOING

► The board of education of Chicago has been informed by its new school superintendent, Dr. Herold C. Hunt, that the Number 1 problem of the school system is adequate pay for its teachers. He recommends state aid as the solution.

► The Logansport, Ind., school board has under consideration a high school class devoted to automobile driving. The press and public favor the project and the assurance is given that such a class will be established. Other Indiana city school boards have approved such instruction.

► Minneapolis, Minn. The school board has appointed Miss Elizabeth Goodman, director of food service at the University of Utah, to the position of director of school lunchrooms and consultant in food education, on a 12-month basis beginning July 1, at an annual salary of \$4,500.

► The Stevens Point, Wis., school board has received from the First National Bank of Stevens Point a tract of 80 acres of forest land, to be used for teaching forestry and conservation to the school children of the community. The property is located six miles north of the city and can be used for camping, etc. The board already owns a 20-acre plot known as the Boston School Forest.

After the Meeting

NOT A BAD CHECK

Maybe it's possible to be overeducated. Frank Kuhl at the federal income tax office received a return from a taxpayer who, it turned out, was entitled to a refund of several dollars because his withholding payments had amounted to more than his tax. Enclosed with the return was a signed check made out to the collector, a check made out for the amount of "none." Kuhl has been keeping the return and the check on his desk, looking at it now and then, and wondering what the taxpayer could have been thinking he was doing when he did it. The taxpayer, you see, is a school teacher. — *Milwaukee Journal*.

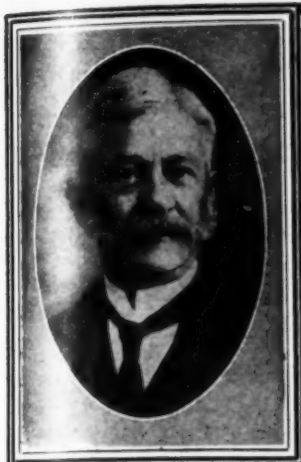
TO A SCHOOLBOY

Little lad, as you do your work,
Weeping over your "extra time."
Looking around for a chance to shirk,
Thinking that life's a crime;
Twirling your pen upon the sheet,
Writing a frenzied line,
Making the letters clear and neat,
Hoping to hear, "Oh, fine!"
Doing the best that's in you now,
Showing your hidden lore,
Speeding with brain drops on your brow
Forced as never before;
Maybe you think you've lots to do —
But, little lad, I envy you!

So It Seems

"Children," the teacher questioned, "who can tell me something about America's foreign relations at the present time?"

Tommy, son of a well-known radio news commentator, held up his hand, and was recognized. "They're all broke," he succinctly reported. — *Wall St. Journal*.



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NEW BOOKS

A Free and Responsible Press

Cloth, xii-139 pp., \$2. University of Chicago Press, Chicago, Ill.

This important study, by a committee of 12 outstanding scholars and public men headed by President Robert M. Hutchins, of Chicago, analyzes the meaning of freedom of expression, its limitations and responsibilities in a democracy; the rights of individuals to freely express their honest beliefs even in error; the accountability of the press in the responsible community. The committee has rendered a valuable service in setting up a completely ethical basis for this most influential means of mass communication. It urges acceptance both as the main means of insuring the true freedom of the press and of continuing the freedom of all American life.

Economic Roads for American Democracy

By William Van Til. Cloth, 252 pp., \$1.80. McGraw-Hill Book Co., New York, N. Y.

This review of American political-economic policy argues for a capitalistic system, controlled by the government and slanted strongly to protect the consumer.

English Six

By Alexander J. Stoddard, Matilda Bailey, and William Dodge Lewis. Cloth, xiv-376 pp., \$1.48. American Book Co., New York, N. Y.

Conversational English, letter writing, paragraphs, reports, reading the newspaper, business correspondence, sentence construction, poetry—these are the general subjects for a complete study of language on the eighth-grade level.

Using Our Earth

By Gertrude Whipple and Preston E. James. Cloth, 296 pp., \$2.20. The Macmillan Co., New York, N. Y.

It is well that the old plan of tossing children into the detailed study of formal geography has given way to an informal but very informative study of man's use of the earth and of the effects of geographic environment upon human life and happiness. Under the old dispensation it was no wonder that children hated the memorizing of facts concerning the physical characteristics of land and sea, the locations of rivers and mountains and cities. There was more reason in the boy's question, "Why should I learn all that?" than in the teacher's insistence that everyone must know geography.

The present book is the second of a series that helps fourth graders understand how and why early settlers in

America caught fish in the seas and rivers, how they raised crops and animals in the fields, how they developed forests and deserts into productive garden plots and orchards, how they established communication by building roads and railroads. In each story is included an account of the changes in these uses of land and water and air up to the present time when the most modern methods are helping men get needed food, clothing, and shelter out of our natural resources without exhausting them. The study devices are slanted toward thoughtful understanding which is both useful in itself and most helpful for the later detailed study of the subject. All the illustrations are in full color.

Twentieth Century Typewriting

By D. D. Lensenberry and T. J. Crawford. Fifth edition, cloth, 326 pp., \$1.84. South-Western Publishing Co., Cincinnati, Ohio.

The fifth edition of this popular publication has retained the best features of previous editions, has improved many, and added others. Students write complete words even in the first lesson; in the second lesson they write complete, but simple sentences. The four-part division of the book includes: foundations of skill building, personal and office typing problems, office typing problems, and work experience.

Condise Chemical and Technical Dictionary

Edited by H. Bennett. Cloth, xxxix-1035 pp., 50,000 definitions, \$10. The Chemical Publishing Co., Inc., 26 Court St., Brooklyn 2, N. Y.

This dictionary has been addressed to chemists and technical workers and to that great group of people who, in the course of their occupation, must learn the meaning of chemical words having chemical applications. The vocabulary included embraces nearly 50,000 words and expressions and, while it is entirely technical in its viewpoint, care has been taken that the explanations of vocabulary words are relatively simple and should be understood by every intelligent person who has had at least a high school introduction to the language of chemistry. For ready reference, the book includes such facts as synonymous names, semistructural formulas, molecular weights, common physical properties, specific gravity, melting and boiling points, solubilities, and general uses. The editor has used the latest nomenclature of the International Union of Chemistry, and has made a few simplifications and modifications based on widely accepted American usage.

In addition to the vocabulary proper, the book includes

an extensive key to the pronunciation of chemical words, a list of abbreviations, tables of symbols; comparative tables of weights, measures, and hardness; temperature conversion tables, an alphabetic list of indicators, a list of organic ring systems, and a historic table of the chemical elements and their discoverers.

The casual user of the book will find that it has been very simply arranged, with a minimum of cross indexing, and with sufficient recognition of present-day uses of chemical language, of trade names, and of colloquial words to give the entire work a really wide utility.

Alphabetic Indexing

By Ray W. Fisher. Paper, 32 pp., South-Western Publishing Co., Cincinnati, Ohio.

The mechanics of alphabetizing and indexing are clearly and comprehensively presented and applied in a series of workbook exercises. It is to be regretted that the authors could not include in addition to the indexing of names some directions for indexing the ideas found in reports, pamphlets, and books.

Mathematics for the Consumer

By Raleigh Schorling, John Clark, and Francis G. Lankford. Cloth, x-438 pp., \$1.96. World Book Co., Yonkers-on-Hudson 5, N. Y.

This book has been prepared to meet the needs and interests of that large group of high school students who for one reason or another do not need or want formal courses in algebra, geometry, and trigonometry. The work will, in the limits of a year, help the student acquire a surprisingly large number of facts in business, home management, the control of personal affairs, and the social and legal aspects of social security. In teaching these practical matters, the approach is almost entirely mathematical and should result in the development of valuable habits of thinking.

The book opens with a unit on statistics and statistical methods, which is to be studied both for its intrinsic value and as a basis for motivating the study of the succeeding units. Unit 2, entitled Better Buymanship, involves problems of home and personal purchasing and reviews many of the basic essentials in computation. Unit 3, entitled Consumer Credit, takes up the broad problems of borrowing, banking, and credits. Unit 4 takes up family budgets and the management of a small business. Unit 5 acquaints the student with problems of investment and income and emphasizes percentage. Unit 6 takes up social security. Unit 7, taxation. Not the least valuable part of the book is the final unit, entitled Computation Workshop, planned for remedial drill.

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School Business Executives

Public School Building Needs, Coshocton, Ohio

By W. R. Flesher, E. B. Sessions, and Associates. Paper, 98 pp. Bureau of Educational Research of Ohio State University, Columbus, Ohio.

This study of a community of 11,000 population, industrial in character, with exceedingly slow population growth and with high taxable wealth, recommends the erection of one elementary school building, extensive additions and improvements in three buildings, the total elimination of three old structures, and provisions for indoor play and assemblies in each school center. It is expected that this school building program will cost about \$1,150,000 and can be met by a bond issue and a very small direct tax. The important aspect of the program recommended is the fact that it will enable the schools to change from an 8-4 to a K-6-6 organization, to expand the educational program particularly in Grades

7 and 8, and to provide adequate gymnasium, auditorium, and administrative facilities. The new school plants will be located ideally from the standpoint of accessibility both for children and for adult students. The survey itself is a model of brevity and practical utility.

National Electrical Code

Volume V of *National Fire Codes*, Cloth, 408 pp., \$2. National Fire Protection Association, Boston 10, Mass.

This publication brings the electrical code up to the latest revision of October 4, 1946.

Federal Standard Stock Catalog

Sec. 4, Part 1. Paper, 174 pp., 35 cents. Superintendent of Documents, Washington, D. C.

Alphabetical list revised to January, 1947.

The President's Conference on Fire Prevention

Paper, 12 pp., 5 cents. U. S. Government Printing Office, Washington, D. C.

This bulletin outlines the action program discussed at the President's conference on fire prevention May 6-8, 1947. It recommends better building construction, more

careful enforcement of laws, and the establishment of local fire prevention committees.

The American County

By Edward W. Weidner. Paper, 24 pp., 35 cents. National Municipal League, New York 7, N. Y.

The subtitle of this study "patchwork of boards" explains its point of view. The American County has not adapted itself to its new duties; its governing bodies have not accepted the twentieth-century liberalism. It is in need of complete reorganization. County school administration is barely mentioned in the study—it deserves separate consideration.

School Building Planning and Related Problems

Paper, 83 pp., 50 cents. Published by the Division of Research and Field Services, Indiana University, Bloomington, Ind.

Contains the proceedings and addresses delivered at the educational conference (July, 1946) of school administrators, school board members, and architects interested in the construction, maintenance, and operation of school buildings. Francis R. Scherer discussed "Planning of the School Community Plant," and "Planning Schools in View of Initial and Recurring Costs"; Dr. Don L. Essex talked on "Financing the School Building Program"; and Dr. Henry Lester Smith took up the subject, "Changing Trends in Education in the Planning of School Buildings."

Schoolhouse Planning and Construction

By W. W. Carpenter, assisted by E. J. Reynolds and others. Paper, 244 pp. Publication No. 5 (1946). Missouri State Department of Education, Jefferson City, Mo.

This welcome bulletin embraces a surprisingly complete statement of suggested practices for planning (a) school buildings as a whole, (b) the several types of instructional rooms, (c) the service areas and the special facilities, (d) the sanitation, lighting, heating, ventilation, etc. The report is fully illustrated and includes complete bibliographies, official contract forms, an outline of the Missouri laws relating to building construction, and check lists for formulating local needs and checking plans for completeness and adequacy.

The approach throughout the book is informative and flexible. Recommendations for minimum sizes and room capacities, for minimum construction standards, etc., are given. There is a constant appeal to the local superintendent and the architect to study the immediate situation and to develop the final plans on the basis of the local curriculum, school organization, desirability, community services, and economic ability of the school district. The entire report is a fine contribution to the solution of the vast problem of bringing the school plant in Missouri up to date for flexible service during the next two decades.

Annual Financial Report of the New York City Board of Education, 1945-46

Compiled by officials of the Bureau of Finance and Division of Statistics. Paper, 31 pp. Published by the board of education at 110 Livingston St., Brooklyn 2, N. Y.

This report, the 36th issue of this kind, offers a financial and statistical report covering the period ending June 30, 1946. The report includes a financial exhibit of resources and disbursements for the current period, a statistical breakdown of disbursements, per capita costs of instructional activities, a report on school sites and buildings on the 5-year basis, features of buildings and special rooms, a comparative statement on cost of plant, of physical maintenance, and of physical operation of plant, cost of plant by borough, and a summary of property schedules for 1945-46.

A Study of Public School Building Needs in East Liverpool, Ohio

By W. R. Flesher, Elden B. Sessions, Burvil H. Glenn, and T. C. Holy. Paper, 107 pp. Published by the Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

The city studied is located on the Ohio River, has a population of 24,000, is growing very slowly, and is engaged largely in the production of dishware and pottery. The schools are in the process of changing from an 8-4 to a 6-3-3 organization and are housed in one satisfactory high school building and 16 elementary buildings, 8 of which are completely obsolete and rather unsafe. The conservative building program recommended includes the addition of shops and music rooms to the central high school, the erection of two junior high schools in which the now scattered junior high school classes can be centered, the erection of two elementary schools, the erection of combination auditorium-gymnasiums for six elementary schools, the enlargement of several playgrounds, and some badly needed remodeling. The entire program, to cost about \$2,650,000, is to be financed by a bond issue of \$1,600,000 and a direct building tax levy of \$1,000,000 spread over a ten-year period. The report indicates fine insight of a complicated situation.

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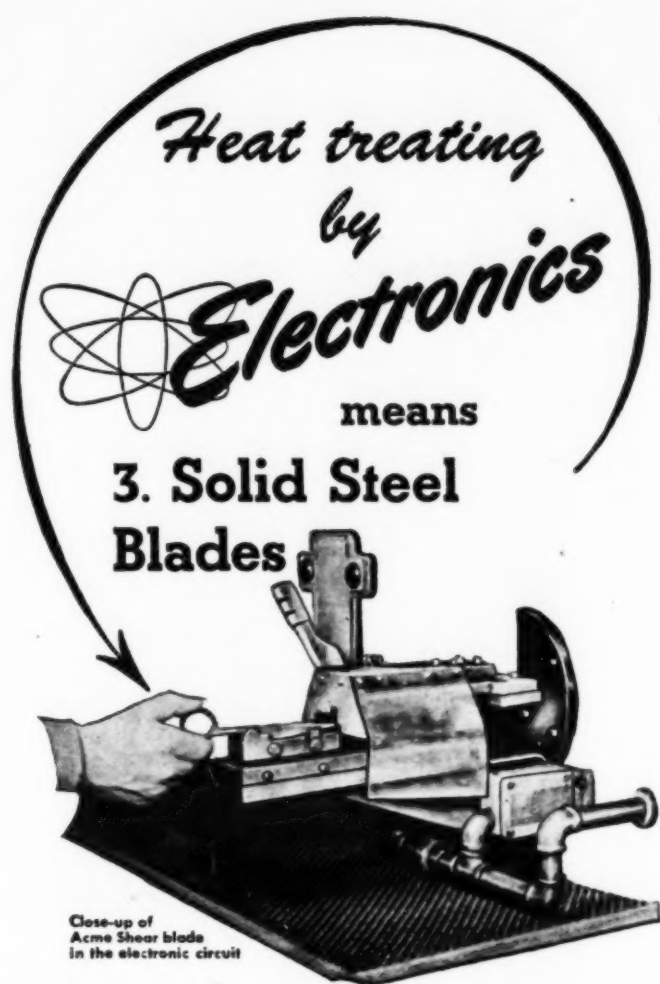
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NEW ENGLAND SCHOOL COUNCIL REPORTS SUCCESSFUL YEAR

The New England School Development Council, which held its first annual meeting recently in Boston, listened to a report of the initial activities of its officers and committees presented by Secretary Ernest R. Caverly, of Brookline, who has been a leading spirit in the work.

The organization which was formed in July, 1946, when 70 superintendents banded together, has as its purpose "the study of problems common to all school communities and the advancement of public education in the New England area." It proposes to help reduce the lag between developing theory and successful new practices on the one hand, and the acceptance of this theory and these practices in the city and rural areas of the New England states. The new Council is essentially a working organization to which every member is expected to contribute his proportion of planning and active committee work.

Much of the work of operating the council has been the responsibility of the executive committee, which met frequently with full-day sessions. Each state is represented in this committee, whose members serve overlapping terms of four years each. Every superintendent of schools is a member of one of the committees, and all committee members have a part in the committee work.

From the earliest days of the council interest has been keen in effective practices in New England classrooms. A study of effective school practices was begun during the past year and will be continued during 1947-48. These practices were set forth in a publication presented to the council at a meeting held in Cambridge, May 2.

Problems of School Building

The council believes that school buildings and sites will constitute one of the largest community problems of the next decade. Such problems can be solved best by co-operative effort. In recognition of that fact, the council has published

authoritative treatises, written by specialists, on How to Choose a School Site, Long-Range Planning of School Plants, and Conducting a School-Building Program. These treatises are short and nontechnical and appeal to the layman.

Timely Information About Teachers' Salaries

Much of the pioneer work of salary revision had been done before the publications were undertaken. In March 1947, at a time when a general inquiry arose about salaries, the council issued a publication entitled "Changes in Teachers' Salary Schedules." In the same pamphlet were policies regarding sick leave, death in the family, and substitute teachers. This publication while of immediate value was not for long-term use, since salary changes are taking place so rapidly that a document on the subject becomes out of date before it is off the press.

Publish Informative Pamphlets

The council's committee on studies and developments issued five pamphlets in the five successive months beginning with February, 1947. The pamphlets have been so well received that their continuance merits the council's careful consideration.

Committee to Promote Regional Studies

To make this good idea even more effective there has been created a committee on regional study groups, the purpose of which is to stimulate, guide, and promote intercommunity educational studies in the various regions of council membership. This is being done as planned (1) through interschool system committees interested in the same subjects, (2) through committees whose members are too far apart to meet frequently but who can carry on much of their work by correspondence, (3) by conferences or studies sponsored by particular school systems in which other member systems are invited to participate, and (4) in any other ways which may from time to time seem to be capable of rendering community service.

Seek Better Salary Policies

One of the important studies now being carried on seeks to find ways by which that elusive quality called "merit" can be applied to the working of the salary schedule. Everyone who has been long in the public service knows with what skepticism, fear, and vigorous opposition any schedule based upon a rating system of any kind is likely to be received. The council recognizes that there is a justifiable demand that ways and means be found by which superior teachers may be paid more than inferior ones. To this end the council is devoting its attention and hopes to enlist the active service of laymen and professional workers alike, of teachers, and of administrators as well.

The council has a growing membership. The membership at the end of its first year is 57 school systems, almost 10 per cent of all the school systems in the six states. It is the hope of the council that its success during its infancy will commend the organization to the people of New England so that in a few years all the school systems in the six states will eventually apply for membership.

SCHOOL-BUILDING CONSTRUCTION

School-building contracts were let during July in 11 states west of the Rocky Mountains for three schools, to cost \$655,482. Forty-six further buildings were reported in preliminary stages, to cost an estimated \$14,557,346.

Dodge reports 450 contracts let for educational buildings in 37 states east of the Rocky Mountains, during the month of July, 1947. The total cost was \$38,450,000.

SCHOOL-BOND SALES

During the month of July, 1947, the excellent financial condition of local school districts was reflected in the low sales of short-term paper and refunding bonds which amounted to only \$380,000.

During July, 1947 permanent school bonds were sold in the amount of \$34,418,160. The average yield for the end of the month was 1.33 per cent.

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YOU DON'T NEED A DARKROOM

(Concluded from page 34)

Solid Panels for Darkening

Many teachers, desirous of getting away from the "show" atmosphere and other undesirable features of a special projection room have constructed opaque panels to fit exactly the windows and other natural light sources in their rooms. These panels are usually stored in the hall or cloakroom and mounted by a crew of boys when pictures are to be projected. Besides the difficulty of finding proper storage space for the panels when not in use there are other marked disadvantages to this way of darkening the classroom. First, the very

cumbersomeness of the procedure of bringing in and mounting, then unmounting and stowing away the panels will discourage many teachers from using projected pictures as often as they should or as they would under more convenient circumstances. Likewise, the panel method discourages frequent use of projection equipment in rooms where the windows provide the only source of fresh air. Minor disadvantages such as unsightliness and danger of the panels toppling onto the heads of pupils have been reported.

The cost of installation of the panel darkening device for the average classroom ranges from 12 to 50 dollars or more depending upon, (a) the expanse and type of windows

to be darkened, (b) the degree of perfection in initial construction and installation of the panels and the labor cost involved, (c) the type of storage space provided for the panels when they are not in use.

Heavy Drapes

Some schools have installed heavy window drapes to darken classrooms used for projecting pictures. It has been generally found that when rules such as the following were observed, the installation of drapes provided quite satisfactory darkening. (1) Drapes should be constructed of heavy opaque material. (2) Drapes should be of (a) a harmonious dark color on the side toward the classroom and (b) a light (heat reflecting) color on the outward side. (3) The drapes should be cut sufficiently large and full enough so that they cover the windows readily and completely when pulled to the closed position. (4) The drapes should be mounted so that they can be easily pulled to the closed position without poles, ladders, or other devices. (5) The drapes should be so mounted as to be completely out of the way when not in use; they must not restrict the normal source of natural light when they are not in use. (6) Provision should be made to restrict "stray" light from over the top of the drapes. (7) Provision should be made for regular dry cleaning or laundering of the drapes.

The cost of installing adequate darkening drapes in the average classroom varies from fifty to well over a hundred dollars.

Heavy drapes mounted in a manner to darken the classroom sufficiently to permit the use of an ordinary projection screen restrict ventilation in nearly the same degree as do solid panels.

Lightproof Shades

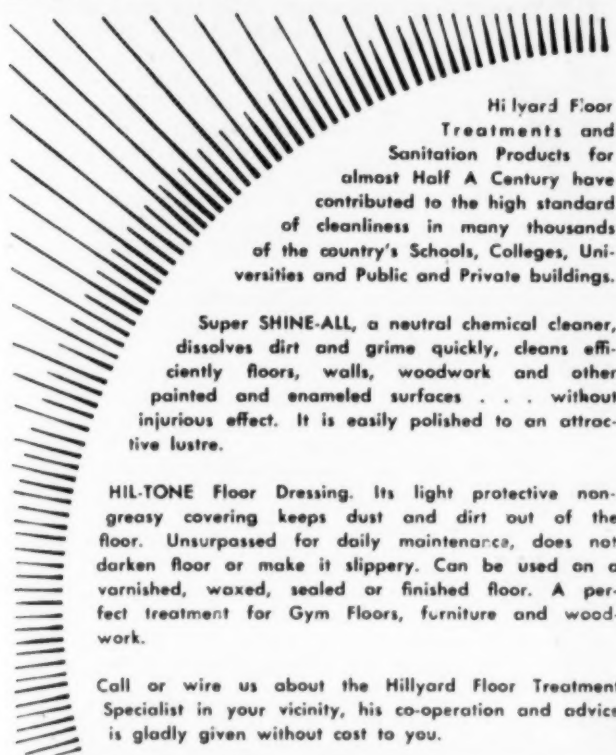
A third common method of darkening a classroom is accomplished through the use of lightproof roller shades. These devices are mounted in channels which serve to restrict light from passing around the curtain. When properly installed such shades provide very satisfactory dark conditions in the ordinary classroom. Again, however, if no other means than open windows are provided for ventilation, rooms that are actually darkened by shades will not be adequately ventilated while projections are under way.

Direct Shading of the Screen

One device which has been successfully used in military classrooms and under certain conditions in schoolrooms is commonly called "the shadow box." Here a box is constructed, one end of which fits snugly about the edges of the projection screen. The four sides of the box flare out in the direction of the class or audience. The effect of the arrangement is to shade the screen from all light except that which comes from directly in front. So effective is this device that with it pictures may be satisfactorily projected in the ordinary classroom equipped with common window shades or venetian blinds and with no other special provisions for darkening. In fact if the window arrangement of a classroom is particularly favorable and the screen with the "shadow box" is properly placed it is frequently found unnecessary to draw the window shades completely in order to get an excellent projection on the shaded screen.

Obviously the costs involved in the "shadow

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box" plan for projecting pictures in the classroom is much lower than the cost of darkening the rooms by covering the windows. The biggest disadvantage of the shadow box comes again from the problems of storage of the "box" when it is not being used, and from difficulties, distractions, and loss of time in setting it up for use.

A device which has been only recently introduced seems to embody the main advantages claimed for the "shadow-box" method of classroom projection and at the same time seems to eliminate the big problems of

storage and of cumbersome, distracting setting up. This new device is in the form of a permanent classroom fixture and is in reality a combination of a bulletin or display board and a hooded projection screen. When not in use as a projection screen this device provides a neat, flat-to-the-wall display surface upon which flat pictures, bulletins, and other displays may be mounted. When motion pictures or slides or other pictures are to be projected, the bulletin board or display panels open outward like cabinet doors, presenting for use the projection screen. The two bulletin

or display board panels stand open on their hinges and act as the sides of a box to shade the screen. A top shade of flexible black material opens out into place with the two side panels and serves to shade the screen from the top.

The cost of this installation like that of the "shadow box" is low. In fact, the room making this installation actually "kills three birds with one stone": (1) The darkening problem is solved with no cumbersome storage problem. (2) The room has its own projection screen always there when it is needed. (3) The room has an extra bulletin or display board at no extra cost.

At a fraction of the cost of constructing and equipping a single darkroom, every classroom may be fitted for projection.

PERSONAL NEWS OF SCHOOL OFFICIALS

► The school board at Stevens Point, Wis., has re-organized with NORTON E. MASTERSON as president, and HAROLD E. FOSTER as vice-president.

► L. F. ENLOW, formerly superintendent of buildings and grounds at Leavenworth, Kans., has accepted a position as assistant superintendent at Decatur, Ill.

► J. S. CHASE has been re-elected president of the school board at Faulkton, S. D.

► DR. W. R. MANZ has been re-elected president of the school board at Eau Claire, Wis. H. J. YOUNGBERG and E. A. FLANG are new members of the board.

► F. E. LABADIE has been elected president of the school board at Farmington, Mich.

► E. J. NORMAN has been re-elected as business manager and secretary of the board at Superior, Wis.

► The school board of Vermillion, S. D., has re-organized with the re-election of DR. W. H. FAIRBANKS as president; DR. R. F. PATTERSON as vice-president; E. H. LIEN as secretary; and CARL RAUK as treasurer.

► R. E. ELLIOTT, recently superintendent of schools at Genoa, Ill., has become administrative assistant in charge of business affairs for the Lyons Township High School and Junior College, La Grange, Ill.

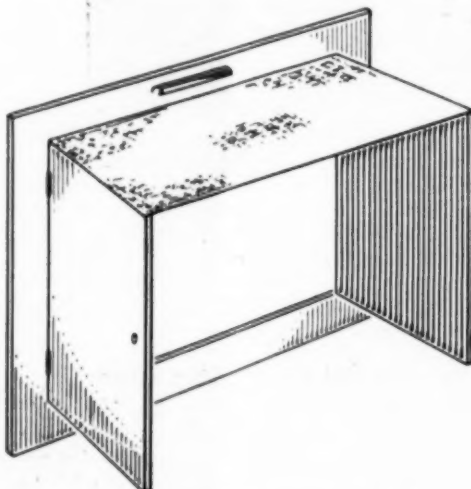
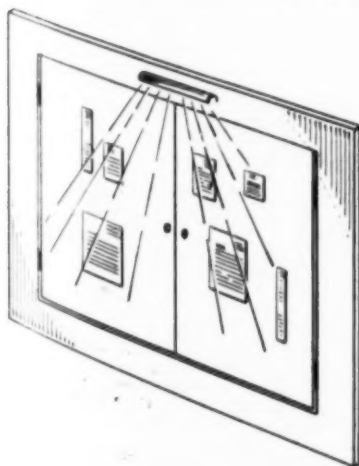


Fig. 1. (left) showing combination screen in use as bulletin board. Fig. 2. (right) combination screen open for projection. The top shade is made of black cloth which folds in automatically when the doors are closed.

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BACHELOR OR MARRIED MAN AS SMALL-TOWN SUPERINTENDENT

(Concluded from page 53)

greed, envy, bigotry, hate, and other vices are banished from the lives of human beings.

She should not be too eager to assume leadership in community affairs or seek office in social groups. There are many legitimate ways for her to ingratiate herself into the social life of her community, and she must use judgment, tact, and kindness. She should be a sympathetic listener to the afflictions of others, but should never reveal her own intimate or domestic problems or engage in malicious gossip.

Many small-town women seldom leave their homes and consequently live dreary and lone-

some lives. By a bit of thoughtfulness and kindness the superintendent's wife can brighten the lives of such women, thereby making friends for herself and her husband. Many of these women will become active in building up the educational resources of the community and help fight forces that seek to undermine the schools.

It Is Not Good to Live Alone

Marriage is the most ancient and honorable of institutions, and its imperfections are due to the ineptness of those who assume its obligations. It is a duty for those who wish to live intelligently, and no better way can be found to rear children and to pass on the best heritage of the race than by good family life. An example of exemplary domestic life

is expected of a superintendent, and usually it augurs professional success. Many men have advanced in the teaching profession by the wise urging of their wives. She should be aware of the disappointments and frustrations that come into a school administrator's life and should not harbor illusions of long tenure.

The tenure of the small-town superintendent is precarious, and no other profession has so many ex-members. Most professional men spend their whole lives in the community of their choice, but a school administrator seldom remains more than five or ten years, and his stay is often a mere means of getting experience for a larger field. Too many people consider him a transient and feel that he is incompetent unless he "promotes" himself to a bigger job. It is one of the failures of public school administration that so few superintendents can continue into old age to gather community respect and personal affection as do doctors and lawyers and other professional men.

The life of a bachelor can be as unproductive of values as that of a modern hermit. As age comes on he becomes self-centered, and draws a cloak of isolation about him. The activities of the school, once so thrilling and important, fall upon him. He loses contact with friends and associates and fearfully dreads the inevitable days of retirement. Unless he has carefully planned he will spend the twilight of life in frustration, loneliness, and poignant disappointment. The latter days of life should be as satisfying, happy, and inspiring as those of youth. The married man, with the friendships he and his wife and children have formed, can face retirement without misgivings, but the bachelor will find that his "way of life is fallen into the sea" and that which should accompany old age will not be his.

PERSONAL NEWS OF SUPERINTENDENTS

- HAROLD J. WILLIAMS, of Fort Dodge, Iowa, has been elected superintendent of schools at Davenport, to succeed Paul B. Jacobson.
- H. G. SCHMICKLEY, of Lohrville, Iowa, has taken the superintendency at Dayton.
- FREDERICK H. BAIR, formerly assistant to the state commissioner of the New York State education department, has been appointed chief of the new bureau of curriculum development. He will assume his new position October 1.
- REGINALD A. NEUWIEN has been elected superintendent of schools at Stamford, Conn., to succeed Charles R. Thibadeau.
- H. L. SMITH, of Paducah, Ky., has been elected superintendent of schools at Henderson, to succeed T. A. Sanford.
- RAY H. ADAMS, assistant superintendent, has been elected acting superintendent at Dearborn, Mich., to succeed F. Eugene Mueller.
- SUPT. ANGUS ROTHWELL, of Superior, Wis., has been re-elected for a three-year term, with an increase in salary.
- RUSSELL F. FINK, of Lake Odessa, Mich., has taken a position at the Michigan State College in East Lansing.
- LEROY PETERSON has been elected director of special education at Cedar Rapids, Iowa.
- HAMILTON G. VASEY has been elected superintendent of schools at Independence, Iowa, to succeed L. H. Shepoiser.
- MISS RUTH SAMSON, of Montebello, Calif., has been elected administrative assistant in charge of the curriculum laboratory at Royal Oak, Mich.
- V. P. PETERSON, of Dayton, Iowa, has become supervisor of industrial arts at El Centro, Calif.
- W. R. BURNS, of Granger, Iowa, has accepted the superintendency at Eldon, Iowa.
- F. EUGENE MILLER, of Dearborn, Mich., has taken the superintendency at River Forest, Ill.
- E. V. MINNIEAR has been elected superintendent of schools at Garrett, Ind., to succeed W. S. Painter.
- F. O. PROUT, of Carlyle, Ill., has accepted the superintendency at Abingdon.
- FORREST Y. AVERILL has been elected assistant superintendent at Lansing, Mich.

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In this connection an independent study by the Metropolitan Life Insurance Co. is of in-

smaller number of children attaining the school age.

In the meanwhile, it is clear that there will be a marked increase in the school-age population in the years immediately ahead, and that the situation urgently calls for planning along practical lines in order that adequate provision be made for the education of these children. This is particularly necessary in areas where schools are already overcrowded and where, even now, there is a shortage of teachers. At the same time, there is

ESTIMATE OF SCHOOL-AGE POPULATION IN THE UNITED STATES, 1945 TO 1961

YEAR	NUMBER OF CHILDREN AT SPECIFIED YEARS OF AGE (in Millions)			PERCENTAGE CHANGE SINCE 1945		
	6	6-13	14	6	6-13	14
1945	2.33	17.64	2.18			
1946	2.36	17.82	2.16	+1	+1	-1
1947	2.48	18.21	2.07	+6	+3	-5
1948	2.69	18.82	2.06	+15	+7	-6
1949	2.88	19.46	2.23	+24	+10	+2
1950	2.87	20.09	2.21	+23	+14	+1
1951	2.76	20.61	2.22	+18	+17	+2
1952	2.98	21.28	2.29	+28	+21	+5
1953	3.26	22.21	2.31	+40	+26	+6
1954		22.90	2.34		+30	+7
1955		23.33	2.46		+32	+13
1956		23.42	2.67		+33	+22
1957			2.86			+31
1958			2.84			+30
1959			2.74			+26
1960			2.96			+36
1961			3.24			+49

terest. The statisticians of this firm hold that more than 5,000,000 children will be added to the school population in the next decade and that it will be necessary to prepare for this great rise in population. In the "Statistical Bulletin" for June, 1947, the company writes:

The number of children in the United States eligible to begin their formal education—the 6-year-old—has been increasing slowly in recent years and now totals nearly 2,500,000. Their numbers will grow to almost 2,900,000 two years hence. In 1950 and in 1951, however, the new contingents of 6-year-old will fall off somewhat—reflecting the decline in the birth rate in 1944 and 1945—but they will then resume their increase until they number nearly 3,300,000 in 1953. The latter figure is 40 per cent higher than that for 1945, as may be seen in the table.

Not only the beginners, but the elementary school population as a whole—those 6 to 13 years of age—will grow very considerably in the years ahead. It is expected that this group of children will increase in number annually from the present figure of about 18,200,000 to more than 23,400,000 in 1956.

The number of children eligible to enter high school will decrease this year and next, but thereafter the trend will be reversed as increasing numbers of children attain age 14. From an estimated 2,200,000 in 1949, these children may be expected to grow almost without interruption to more than 3,200,000 in 1961. This increase will parallel the upward trend for the 6-year-old, but with a lag of 8 years. Thus, in 1953, when a peak of new admissions may be expected in the elementary schools, those eligible for high school will have increased by only 6 per cent as compared with the figure for 1945. Thereafter, however, the number of children attaining age 14 will increase rapidly up to 1961, when there will be almost 50 per cent more of these children than there were in 1945.

The figures presented in the table, indicating the expected trend in the school-age population, are essentially projections of survivors from past births, with an allowance for expected deaths. Further projection of the trend into the future for the three age classes would involve forecasts of the number of births expected in the years to come. Although such forecasts are not attempted here, it is almost certain that the birth rate will not continue at its current high level for any appreciable length of time, and will soon decline. Such decline, in due time, will reflect itself in a

urgent need for expanding the facilities and personnel concerned with promoting the health, safety, and general welfare of American children. To lay a sound foundation for the future welfare and security of our Nation, we must build up the physical and mental health of our young.

ALL-TIME HIGH IN RECREATION

The National Recreation Association, in releasing its annual report of community recreation in 1946, indicates that publicly administered play and recreation reached a high point during the first year following the war. The report indicates that a total of 11,559 outdoor playgrounds were in operation under schools, municipal commissions, counties, and states. The number of employed recreation leaders was 41,159 and of these 5,147 were full time. The total number of volunteers netted to paid employees was 30,469. The total expenditures for recreation were \$51,785,090.

CONDUCT SUMMER WORKSHOP

The school committee of the city of Chicopee, Mass., is conducting a teachers' workshop for the purpose of evaluating the school program in the light of future changes in the social, economic, and industrial situation in the community and in the light of the moral needs of the children. The first undertaking of a workshop committee is the revision of the commercial curriculum based on a survey of one hundred business establishments and factories in the Chicopee school area. The second undertaking will be a guidance program to embrace the entire school system from Grade 1 through Grade 12 based on the needs of the children in the light of their interests, aptitudes, and abilities. The study will also seek to determine the causes of failure and will be planned to help teachers isolate, correct, and modify causes and provide each individual child the measure of success to which he is entitled. The general supervision of the workshop program is under the direction of Supt. John L. Fitzpatrick.

SEPARATE SCHOOLS FROM CITY

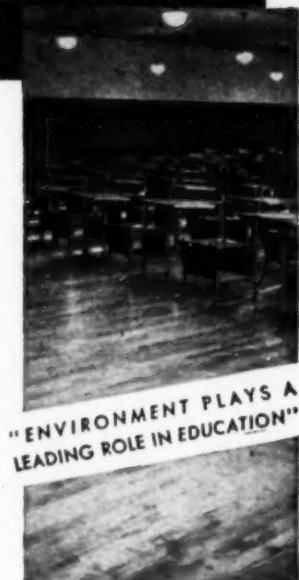
The citizens of Dallas, Tex., voted, on July 29, to separate the schools from the municipality and to establish an independent school district. The change means that the board of education will be able to fix its own annual budget and determine the amount of taxes to be levied.

CORRECTION

The Lakeshore Drive Junior High School at Shreveport, La., was planned under the educational direction of Roscoe White, Caddo parish superintendent of schools.

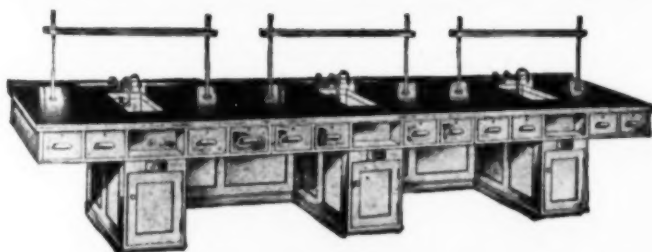
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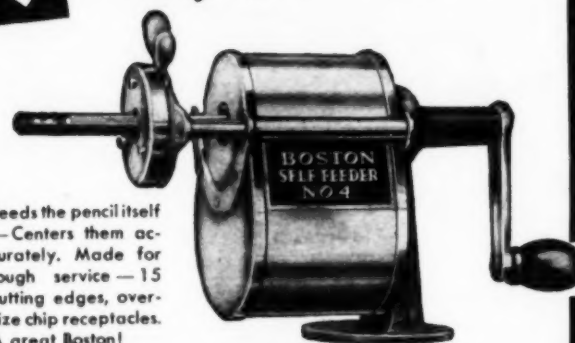
1 Ranger

Double Bearing
All the famous mechanical features of the Boston with extra rugged construction embodied in a modern streamlined exterior of unusual beauty. It's modern at every point.



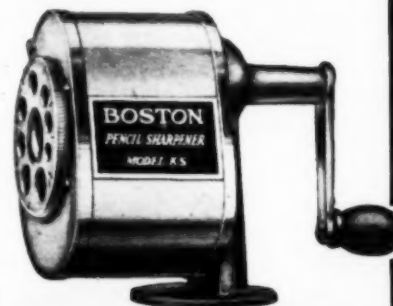
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the same time lower your cost. It scrubs and polishes faster. Sturdy, perfectly balanced construction assures quietness and ease of operation. Vestal's automatic handle switch assures safety from hazards.

VESTAL INC.
ST. LOUIS NEW YORK

CONDITIONING SCHOOLROOMS FOR VISUAL COMFORT AND EFFICIENCY

(Concluded from page 47)

Shielding angles for luminaires (lighting fixtures) — minimum

Shielding angles for natural lighting — minimum

Positioning of seats with regard to natural light sources, such as windows

The brightness of (foot-candles on) the task
Brightnesses of natural light sources and of luminaires in two zones within the visual field — maximums

Brightness of darkest surface within visual field (exclusive of task), usually the chalkboards — minimum

In addition are given the specific practical procedures for the conditioning of the environ-

ment for visual comfort and efficiency, listed in the order of their importance

This reviewer welcomes the new approach of the National Council to the school lighting field and predicts that the guide for conditioning schoolrooms for visual comfort and efficiency will have a profound influence on the planning for the visual environment in American schools. The Council's intent to maintain a position of dominant leadership in this field is made plain by the following quote:

"Practical versus optimum conditions dictate that this guide should make specific recommendations which are educationally acceptable and practically feasible at this time. As research and science progress, conditions more nearly approaching the optimum will be available. At that time present recommendations can be revised in terms of new developments."

EXTENDED EDUCATIONAL PROGRAMS

(Concluded from page 28)

to all, making the daily salary figure high enough to induce the teachers to consider it.

11. The vacation periods were not paid for, and so actually were layoffs, not vacations.

12. A summer program should be a part of a regular year-round school program, not something added. It should include all of the pupils and all of the faculty. The summer program in Planeview generally did not continue the regular school program, but supplemented it to provide worthwhile activities for children during the usual summer vacation period.

The citizens of Planeview have considered the summer programs of sufficient value to the children that funds to provide for instructors and materials to carry on the playground activities and arts and crafts classes for several weeks during the summer of 1947 were raised through private contributions.

The extended educational opportunities offered in Planeview to care for the needs of the children of warworkers may suggest ideas for developing year round programs, or for planning summer programs. It is felt that the provisions made in Planeview were of far greater worth to the pupils, to the members of the faculty, and to the welfare of the community than empty school buildings, deserted grounds, unemployed teachers, and neglected children.

ACCOUNTING FOR ATHLETIC FUNDS

(Concluded from page 56)

conditions these past few years are well known.

Before the office of the secretary-business manager took over the responsibilities of purchasing athletic supplies and equipment, the inventory showed about \$5,000 worth of material. Today, about three and one-half years later, the board owns about \$15,000 worth of equipment and supplies of superior grade.

When the board took charge, a store room for new equipment was fitted out and a competent part-time custodian was employed. This custodian is a member of the high school faculty and does the work after regular teaching hours. He is paid directly by the board from board funds and not from the athletic account. He is charged with receiving, dispensing, caring for, and inventorying all athletic teams' material. The secretary has instituted a permanent-record form for this equipment; a set is kept by the custodian of equipment and another is kept by the secretary. At the end of each school year, a complete inventory is taken of all equipment on hand, and the condition and cost of all articles are noted. Copies are given to members of the board. The forms that are used at Asbury Park are as follows: (1) record; (2) inventory; (3) financial statements (game, monthly, and yearly).

GALLUP POLL ON SALARIES

A newspaper release of the Gallup Poll, released on August 1, indicates that practically three fourths of the people with whom contacts were made are in favor of \$200 per month, or \$2,400 per year, for all teachers. The question asked of persons interviewed sought their opinion on the lowest yearly wage to be paid to elementary and secondary school teachers. The response of 74 per cent favored \$2,400 per year; 20 per cent opposed this minimum; and 6 per cent had no opinion.

It is interesting to note that the favorable vote in the Gallup study equalled the 74 per cent vote by which California citizens approved the state minimum salary of \$2,400.



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THE BRUCE PUBLISHING COMPANY

809 Montgomery Bldg., Milwaukee 1, Wis.

SO YOU WANT TO BE A HIGH SCHOOL PRINCIPAL

(Concluded from page 25)

that they may see where it is taking him. In a sense, he will go to school to his faculty all of the time, paying them, individually and collectively, the tuition of close attention. Sometimes in a meeting when they are in one of their dark four o'clock moods and want to tear the place to pieces, he will merely learn to send them home and wait for another day.

In all of this, he will absorb discouragement without learning despair; he will list toward the hopeful without becoming visionary. He will learn that only little ends may be pursued by a simple, direct attack; big purposes are furthered by an indirection which must forever run the risk of becoming obscured by overabundant resources. His school is always in danger of becoming a system without vitality—to correct which he and his faculty may achieve vitality without pattern. In all of these considerations, he will recognize that the school is only one of our institutions and that it borrows its importance from its relation to the others.

Within the machinery of the school and yet above it all, the principal will come to see that the high school has two great purposes to pursue, two purposes that not infrequently get in each other's way. These two purposes are patterned after those that Christ enjoined on Peter—to bind and to loose. Specifically, to bind youths' abilities and learning resources to our great society of which the school is an integral part, at the same time to free their energies and creative potential into the service of that same social order.

PERSONAL NEWS OF SUPERINTENDENTS

► DR. J. E. BOHN until recently superintendent of schools at Elyria has been elected chief executive of the Springfield, Ill., schools to succeed Robert B. French, resigned.

► The LaSalle-Peru, Ill., school board has elected FRANCIS P. DOLAN as superintendent of the township high school.

► The Burlington, Iowa, board of education has renewed the contract of Supt. R. H. BRACEWELL for a period of three years with an increase of \$700 over the 1946-47 salary. In its resolution the board stipulated that the salary of \$6,700 shall be subject to upward or downward revision annually depending on economic conditions and changes in the cost of living.

► DR. GILBERT S. WILLEY, 51, has been elected superintendent of schools at Lincoln, Neb., to succeed Millard C. Lefler, resigned. Mr. Willey will take charge of information and research on September 1 and will succeed to the superintendency in the summer of 1948. For several years past, he has been superintendent at Pueblo, Colo.

► W. R. BURNS of Granger, Iowa, has been elected superintendent of schools at Eldon, Iowa.

► The school board at Humboldt, Iowa, has elected C. D. MEASE of Traer, as superintendent of schools.

► DR. C. N. TURPIN has taken over the superintendency of the Owensboro, Ky., schools.

► W. L. MASON, late superintendent of schools at Searcy, Ark., was fatally injured in an automobile accident on May 17. LOYAL V. NORMAN has succeeded Mason as superintendent.

► VAUGHN E. DAVERON has been elected superintendent of the grade schools at Johnston City, Ill.

► GILBERT C. GOZA, of Maryland Heights, Mo., has been elected superintendent of the grade and high schools at Carlyle, Ill.

► KEITH MARTIN, of Centralia, Ill., has been elected superintendent at Johnston City, to succeed Kenneth Jobe.

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New Supplies and Equipment

AMERICAN-STANDARD ANNOUNCES BASEBOARD RADIANT PANELS

Latest development announced by American-Standard in radiant heating is the new Baseboard Radiant Panels, soon available. American Baseboard Radiant Panels will be produced in two models, a radiant panel, Type "R," and radiant-convactor panel, Type "RC." These panels are 8 inches high, 2 inches thick, and are made in 12-in. and 24-in. lengths. The baseboard radiant panel fits against the wall when installed, or it can be partially recessed. When recessed, it fits into the wall to the depth of the plaster, and thus projects little more than an inch into the room.

These new radiant panels can be installed along more than one side of a room, in place of wood baseboards. Panels are constructed with a cast-in supporting lug on either left or right end, and a center section is available without end support. Special valve enclosures and matching corner covers are furnished, so that piping and valves are readily accessible. Baseboard radiant panels are made of smooth-finish cast iron, and can be painted to match walls or woodwork. The design is adapted to the addition of wood molding at top and bottom of the radiant panel, and at top of the radiant-convactor panel.

American Radiator & Standard Sanitary Corporation, P.O. Box 1226, Pittsburgh 30, Pa.

For brief reference use ASBJ-901.

INNOVATIONS IN NEW RCA 16mm. PROJECTOR

A new RCA 16mm. sound motion picture projector, equipped with new operational features, and lighter in weight than any previous standard 16mm. sound projector, has been announced by RCA. Weighing only 39 pounds and newly engineered throughout, the new RCA "400" projector was introduced in conjunction with the sixteenth anniversary of 16mm. sound celebrating RCA's development of the first 16mm. sound-on-film projector.

A reduction in size of the new projector was accomplished by a new "L" shaped amplifier mounting. Two models will be available, one providing both sound and silent speeds, the other, sound speed only. Among the features of the projector is a new tilt wheel which permits rapid raising and lowering of the projector by operation of a small dial. A "theatrical type" framing adjusts the position of the film in the gate without moving the aperture plate.

Change-over from sound to silent speed in the sound-silent model is accomplished by a knob. The cooling system for the 1000-watt lamp in the unit needs no adjustment, since the change-over merely shifts the drive belt from one pulley to another and the motor speed remains the same.

RCA Victor Division, Radio Corporation of America, Camden, N. J.

For brief reference use ASBJ-902.

AUTOMATIC ANNOUNCES NEW MODEL DEXTER

A new style Dexter pencil sharpener of smart design has been announced by the Automatic



New Dexter School Pencil Sharpener

Pencil Sharpener Division of the Spengler-Loomis Mfg. Co., Chicago, Ill.

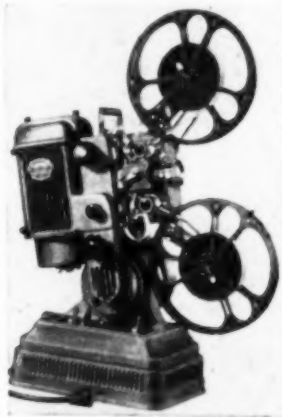
The new Dexter is made of Butyrate and zinc alloy in modern, two-tone gray. The roomy receptacle, centering disc, and handle are constructed of strong, attractive Butyrate. The base and uprights are of die-cast zinc alloy which is rust resistant. The undercut of each blade is deeply milled to give razor-sharp edges. The sharpener incorporates a point adjuster which allows settings for fine, medium, and blunt points.

Automatic Pencil Sharpener Division, Spengler-Loomis Mfg. Co., 58 East Washington St., Chicago 2, Ill.

For brief reference use ASBJ-903.

AMPRO SILENT 16mm. PROJECTOR

Greater simplicity and advanced performance are advantages claimed for the new "Imperial" silent 16mm. projector. Attention is directed to the new swing-out gate, which permits inspection and cleaning of aperture plate and pressure shoe, without disturbing the focus of the projection lens. Another feature is the Cordomatic type



Ampro 16mm. School Projector

power-cord attachment, attached to the machine, which permits rewinding automatically. Other features are a still-picture button for stopping any frame. Film movement can be reversed, without stopping the projector. Fast, automatic rewind can be done without transferring the reels or belts. A pilot light facilitates threading and operation in a darkened room, and a powerful fan ventilates the lamp adequately.

The Ampro "Imperial" operates with any standard prefocused projection lamp. It is



Michigan Superintendents Visiting RCA Victor Plant.

equipped with a 2-in. coated lens, and can be used on both d.c. or a.c. current.

Ampro Corporation, 2835 N. Western Ave., Chicago 18, Ill.

For brief reference use ASBJ-904.

HERMAN NELSON CHANGES

The Herman Nelson Corp., Moline, Ill., has announced the appointment of Morris G. Munson as manager of the Unit Ventilator Division. In his new position, Munson will co-ordinate the activities of all departments of the company to



Morris G. Munson

promote the development and marketing of the unit ventilator line. Other appointments are Charles S. Stock as general sales manager; Charles W. Trambauer as manager of the Detroit branch office; Robert G. Keller as assistant to Trambauer; Charles R. Anderson as product-application engineer in the Syracuse office; and Charles R. Holsclaw as product-application engineer under Gale M. Heslop, manager.

MICHIGAN SUPERINTENDENTS STUDY RCA VICTOR PLANT

Thirty Michigan school superintendents and principals touring the eastern states on an educational field study visited the Camden, N. J., plant of RCA Victor where they saw television and phonograph-record production. In the photograph, W. H. Knowles, manager of the RCA educational sales department, demonstrates the new 400 projector to Carl M. Horn of Michigan State College. Looking on (left to right) are: Cleveland Roe, Belleville; A. F. Bates, Clare; McKnowles; George E. Carpenter, Pigeon; R. M. Van Valkenburg, Capac; William L. Alwood, Coloma; J. M. Read, Manton; Evert W. Ardis, Inkster; Harold E. Jacobson, Lansing; B. C. Shankland, Cadillac; O. A. Kirk, Fremont; Lester C. Doerr, Grand Rapids; Julian F. Schipper, Middleville; Carl M. Horn, East Lansing; C. D. Reincke, Dearborn; Wayne Wilson, Cheltenham; C. L. Bystrom, Newberry; Foss Elwyn, Sault Ste. Marie; Claude A. Bosworth, Muskegon; Earl Holman, Jackson; John W. Spink, Bangor; S. J. Martin, Ewart; and H. S. Nelson, Plymouth.

NEW TABLE-MODEL VICTROLA FOR SCHOOL USE

A table-model victrola, designed for schools and offering for the first time console-instrument performance in a reproducer of table-model proportions, has been announced by the RCA Victor Educational Sales Department.

This Victrola Classroom Senior model has been designed to provide schoolrooms with a phonograph tailored to their specific needs. This development makes it possible for educators to replace prewar phonographs with a low-cost specialized instrument with console quality reproduction. The machine has a 12-in. speaker and large amplifier for tone quality.



The New School Victrola

The instrument is housed in a blonde hardwood cabinet. The tone-control knobs are mounted flush instead of projecting, thus reducing the possibility of damage. Separate bass and treble-tone knobs enable teachers to demonstrate high and low-tone registers in musical recordings. The pickup is of lightweight design, with a "silent sapphire" point soldered into place. While designed for classroom use, the model has a powerful amplifier which produces sufficient volume for auditorium use.

RCA Victor Division, Radio Corporation of America, Camden, N. J.

For brief reference use ASBJ-905.

A. B. DICK OFFERS NEW EDUCATIONAL SERVICES

Three new visual-aid educational services for classroom use, have been announced by A. B. Dick Co., Chicago, manufacturers of the mimeograph duplicator.

The first is a series of three operating charts of the mimeograph duplicator, a chart being devoted to each of the three current models. The charts are 50 by 38 in. in size, suitable for wall mounting, and readable from any part of a classroom. The details are simple, complete, step-by-step instructions, and the operating procedure is adequate for the duplicator. The charts used in business classes, help make students self-sustaining in the study of stencil duplication.

The second tool is a textbook on duplicating, "Fundamentals of Mimeograph Stencil Duplication," prepared by authorities in the business-machine field. A course of 15 assignments covers all phases of stencil duplicating. Each assignment is standardized in presentation, including purpose, materials needed, and detailed procedure. The textbook has been tested by experienced teachers in Northwestern University.

A portfolio of drawings "Mimeograph Tracing Pages for Schools" is the third aid. More than 400 sketches and ideas on school subjects, drawn by professional artists, are presented on loose-leaf sheets for tracing on stencils. Subjects are divided into three sections for easy reference. Drawings are suitable for folders, programs, and bulletins.

A. B. Dick Company, Chicago, Ill.

For brief reference use ASBJ-906.

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SEZ DAN, THE CUSTODIAN, TO HIS ASSISTANT:

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"You mean *Syncretizer*," said Jim. "That means *harmonizer*. I'm way ahead of you.

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